

Point of View

By Steven Watts

DURING THE PAST 15 YEARS, humanistic study in the United States has been invaded by the cultural theories of European poststructuralism. This doctrine, crudely put, argues that although linguistic structures are the essence of culture, words can never be trusted to mean what they seem to mean. History, literature, art history, social theory, music, and a variety of other disciplines are still reeling under the impact.

Marching steadily, and often frolicking playfully, under the banner of French intellectuals such as Jacques Derrida and Michel Foucault, minions of this "discourse theory" have made language the key to all thought and behavior. They announce that *everything* is a constructed text whose meaning and intention, characterized by linguistic discontinuities and ruptures, can be deconstructed.

Moreover, poststructuralism has joined forces with exhausted remnants of the New Left who are now holed up in university teaching and administrative posts, people who harbor dreams of social revolution fostered in the 1960's. The resulting alliance has produced a curious hybrid—the "linguistic left"—that has moved to center stage in contemporary academic life.

Proclaiming a cultural politics of liberation, this coalition claims that by challenging and "decentering" the meaning of its language, Western society can be radically altered. Convinced that power resides in texts and their enveloping structures of language, discourse radicals have bent to the task of unlocking the codes, exposing the linguistic repressions, and undermining the basic assumptions of modern Western society. With its provocative and challenging critiques, the linguistic left has produced a powerful current of subversion in the intellectual life of *fin-de-siècle* America.

Yet there may be less here than meets the eye. While the Foucaultians and Derridoids have become highly influential in all areas of cultural study, their project also appears fraught with severe weaknesses and dangers. The problem is not the one suggested by the moral nostrums of critics of academe such as Lynne V. Cheney or the disingenuous fulminations of authors such as Dinesh D'Souza or Roger Kimball—who all charge that the linguistic left has sinned by staining the hallowed traditions of Western civilization with politics.

Such traditions, of course, have always been politicized. More to the point, the problem is that the political agenda of the linguistic left has failed in its *radicalism*. My critique flows from a Midwestern populism that makes me increasingly annoyed by the revolutionary posturing of prosperous academics who like to pretend that they are something else. I believe that the linguistic left is something of a fraud.

In particular, several problems vex today's cultural "radicals." First, the linguistic left has consistently promoted a spurious view of politics and power. It insists that oppression is rooted in language and founded on binary opposites—such as man/woman, master/slave, white/black, authority/obedience—that define and stultify human beings and their societies.

This view contends, as Tenema F. Berg and Jeanne Larsen state in the introduction to *Engendering the Word* (1989), that any discourse that is "rational, orderly, impersonal, teleologically motivated, and aimed toward closure may be another . . . straitjacket." Thus liberation, this camp believes, will result from a deconstruction of language that subverts traditional meanings and from a strategy of intense multiculturalism (or "canon busting") in the curriculum that destabilizes the dominant language of Western civilization.

Such a position, however, ignores several persistent problems. Grasping the linguistic dimension of injustice only scratches the surface of the social, economic, and political environments that influence language and culture and link them to the material world. If you can't deconstruct American social structures, the linguistic left seems to hope, you can deconstruct *Moby Dick* and pretend it's the same thing.

Moreover, discourse politics seems remarkably devoid of real human connection. For small farmers hold-

Academe's Leftists Are Something of a Fraud



BARBARA MURRAY FOR THE CHRONICLE

ing a notice of loan foreclosure, for the urban underclass, for unemployed steelworkers, the glib liberationist claim of poststructuralism—that a decentered discourse will set you free—must seem puzzling indeed. Here is a feeble politics of words (one is tempted to say hot air) that only an academic can love.

Second, the linguistic left has built a political agenda that is narrowly elitist and overly intellectual. Obsessed with language, its own language has become specialized to the point of being incomprehensible. An arcane and esoteric jargon of "signifiers" and "signified," "intertextuality" and "epistemes," "reversibility" and "deep structures" befuddles most intellectuals, let alone ordinary citizens.

The tendency of poststructuralist professors to appoint themselves tribunes of the people only intensifies this elitist tendency. According to one manifesto, *Intellectuals in Power* (1986) by Paul Bove, discourse leftists must struggle to "make absent subjects representable" and "wrest the knowledge-producing apparatus" away from a repressive society. Such self-importance degenerates into caricature when these scholars go on to claim that they are victims just like other oppressed people throughout the world.

As one linguistic leftist, George Lipsitz, claimed in an article in *American Quarterly* (December 1990), "Like industrial workers and inner-city dwellers, scholars in cultural fields . . . face a political and economic apparatus determined to undermine . . . the entire social base necessary for their survival." Such attempts to disguise their own social position—an upper-middle-class intelligentsia masking itself as an oppressed group and posing as indispensable figures in the vanguard of revolution—would be laughable if they weren't so earnest.

Reading lists for college courses do not constitute revolution. Liberation does not emerge from a rarefied intellectual shell game where clever professors alternately shift, conceal, and expose language. Not only does the esoteric language of poststructuralism make it simply meaningless to ordinary citizens as a way to

carry on politics, but also the privileged position of discourse radicals in the modern university makes claims of revolutionary fervor rather strained. The inevitable result is that outside of academe, the linguistic left is a movement with no followers.

Finally, the linguistic left unintentionally reinforces many features of the modern state that it purports to abhor. Its politics, when one puts aside all of the fatuities theorizing and more-radical-than-thou rhetoric, preserves most fundamental features of modern capitalism. The eagerness to promote "participation" and "diversity" in the curriculum, while convenient, overlooking enduring structures of socioeconomic power in the larger society, merely sustains a plural society that depends upon competition among interest groups. That has been central to the corporate world state since the early 20th century.

Moreover, the "identity politics" of the linguistic left, by promoting consciousness raising, cultural empowerment, and emotional catharsis for different gender, cultural, and ethnic groups, reinforces the elitist private self-fulfillment that is central to modern consumerism. In other words, poststructuralism offers critique whose radicalism is more illusion than fact.

Discourse radicals' entanglement in university bureaucracies casts a dark shadow on the legitimacy of poststructuralist politics. The context in which the linguistic leftists work—lecturing at prestigious colleges paying generous salaries, publishing in highly specialized journals, fiercely competing in the gas shark hunt for corporate and government grants, exchanging papers at swanky conference hotels where they will be served drinks at the pool by members of oppressed groups shortly after issuing ringing calls for their discursive liberation—suggests more than a touch of complicity in the bourgeois world that they so zealously denounce.

These problems ultimately converge to create the central dilemma of the linguistic left: academic careerism. Discourse radicalism, it becomes ever clearer, is almost exclusively an academic phenomenon and the stakes are almost exclusively academic: reputation, promotion, and publication. Larger claims of political revolution appear hypocritical, given that the entire political criticism of the dominant culture is couched from an enclave safely inside it.

ULTIMATELY, the linguistic left seeks sanctuary in the rarefied, intertextualized world of kinder, gentler academe. From this location its theoretical and political doctrines have emerged as the latest bankrupt expression of intellectual chic.

Members of the linguistic left would be much more useful, and effective, if they recalled several critical principles. First, this group's linguistic analysis, if turned to earth for a material grounding, would lead to a more realistic assessment of how language, power, and socioeconomic forces interact to shape modern culture. David S. Reynolds's recent book *Beneath the American Renaissance*, for example, shows how language and popular culture intermingled in the 19th century, and how both were influenced by political and social developments of the age.

Second, greater sensitivity to real people, to human capacities as well as human limitations, would help counteract the deification of language that makes poststructuralist politics so otherworldly.

Finally, a commitment to public engagement—civic, cultural criticism once practiced by intellectuals such as Dwight Macdonald, Mary McCarthy, and Neil Trilling—rather than intellectual gamesmanship would dampen poststructuralist elitism and help restore sophisticated theory with practical politics. In the political world of the late 20th century, which already is decentered, anything less would be dangerously delusional.

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Quote, Unquote

News Summary: Page A3

"Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity. The idea that we can somehow build an information wall around this country is very shortsighted." The graduate-school dean at the U. of Washington: A27

"The point of studying ancient culture is not to discover ourselves in the past, but to understand the history of civilization, in all its variety." A professor of humanities: A52

"I think a lot of people here feel beaten up. But they're not defeated." Stanley Aronowitz, at the Socialist Scholars Conference: A19

"The reality is that abortion in the medical community is a low-status, low-interest procedure that often comes with controversy or community pressure. More and more it seems to be disappearing from the training agenda." An assistant professor, on teaching future doctors how to perform abortions: A39

"The 'first wave' of educational reform in the early 1980's, calling for skills and standards, has been aptly (if cruelly) summarized as 'getting the little buggers to work harder.'" A professor of education, on the rhetoric of school reform: B1

"Everything just hit the fan this spring. There are rallies and demonstrations almost every day. It's an extremely volatile atmosphere." The president of the Harvard Black Law Student Association: A39

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Supercollider Consortium Faces a Storm of Criticism

The Universities Research Association, a group of 79 universities overseeing the construction of the Superconducting Supercollider near Dallas, has been accused of lax management and inexperience. Above, the site of a magnet delivery shaft. Story on Page A30.

States Turn to Community Colleges as Route to Bachelor's Degree as 4-Year Campuses Face Tight Budgets and Overcrowding

By JOYE MERCER

Overcrowding on four-year campuses and tight education budgets are causing states to look seriously at the community college as a cheaper, more accessible route to a bachelor's degree for a growing number of students.

This year in Florida, lawmakers may vote to provide grants to private colleges that agree to accept transfer students from community colleges. Florida may also study the possibility of offering baccalaureate degrees at some two-year colleges.

In Utah next fall, Utah Valley Community College will present plans to state officials to offer bachelor's-degree programs, some of which may be condensed to three years, to help ease the crowding at four-year colleges.

In California, legislators are considering adopting a formal policy under which students accepted into the state's public universities would be "redirected," on a voluntary basis, to community colleges. Students would indicate during the application process whether they would be amenable to spending their first two years at a community college. If they chose that option,

spaces at four-year campuses in California would be promised to them for upper-division work.

Other states may not be far behind in considering similar measures. Patrick M. Callan, a California consultant on higher-education policy, says those options will become increasingly popular as states such as Arizona, Georgia, Texas, Virginia, and Washington deal with the double whammy of high growth and diminished resources. Mr. Callan has served in the past as higher-education commissioner in California, Montana, and Washington State.

"Two or three years ago, I would have considered converting community colleges to four-years a bad idea," Mr. Callan says. Such a conversion might lead community

colleges to place less value on teaching and more on research, he says.

But he adds: "If the alternative is to tell people they won't have the chance to get a baccalaureate degree, then we have to use all the resources we have."

'Resources Are Not There'

Other educators, however, say that state officials should be wary of allowing non-academic issues, such as a state's economic woes, to drive education policy.

"Just when we have a generation of students who have been encouraged to go on to higher education, the resources are simply not there to serve them," says Alms C. McGuinness, director of higher-education

Continued on Page A28

Socialist Scholars Take Stock of Political Assumptions

At a recent conference, City University of New York's Frances Fox Piven (right) and other speakers suggested that future leftist movements would be organized around race and gender as well as class—something Karl Marx did not foresee.



STORY ON PAGE A19

CAROL BOWEN FOR THE CHRONICLE

MARGINALIA

A campus librarian received this notice from the Fairfield Library Administrators Group:

"Annual Meeting, June 12. . . Libraries in the Fiscal Crisis: Are we spending too much?"

"Lunch included: \$38.00 per person."

The campus librarian tells us: "I did not attend the FLAG luncheon, so I don't know if the group decided that libraries were spending too much. I had decided I would be spending too much if I went."

Hugh Rank, of Governors State University, recently offered free copies of a teaching aid called "The 30-Second Spot Quiz" and received in return a request for "The 32nd Pot Quiz."

Mr. Rank wonders about the requester: "Did he inhale?"

Members of the American Council on Education and the Association of Governing Boards of Universities and Colleges received this message from their presidents:

"To aid in its deliberations about higher education's prospects for the next 25 years, the [A.G.B.] Higher Education Issues Panel commissioned Arthur M. Hauptman to write a paper that forecasts the economic health of higher education in the early 21st century."

Because what's past is prologue?

Note in a newsletter from the Association of Jesuit Colleges and Universities:

"[Canisius] College has announced a \$2.55 goal for the annual '123 campaign.' 90% of the funds raised go toward financial aid for students."

You're spoiling them.

From the annual report of the Linguistic Society of America, in the *LSA Bulletin*:

"As of December 1991, the Linguistic Society had 6,678 active members with good addresses."

We won't ask about the others.

From *The Today*, the student newspaper at Trinity Western University:

"The complex job of making a student's academic career a success fails to a large extent on the Academic Council."

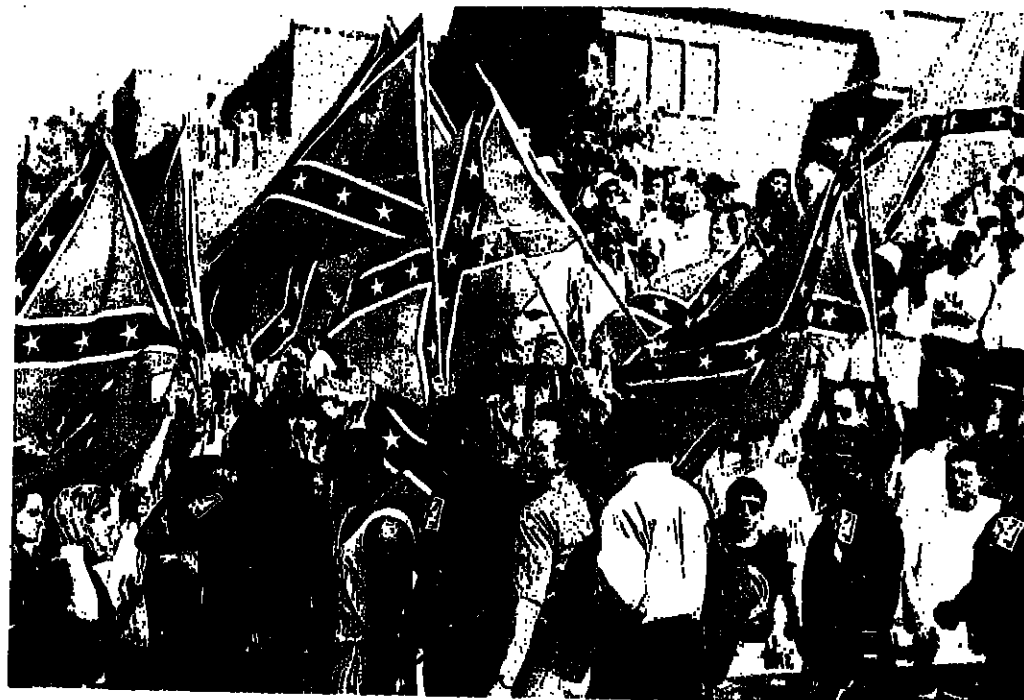
That's calling a spade a spade.

A listing in the faculty and staff directory at Rutgers University identifies the list as "Director, Pre-College Programs."

Kindergarten, first semester?

—C.G.

In Brief



Fraternity's 'Old South' parade riles students at Auburn U.

AUBURN, ALA.—An Auburn University fraternity held its annual Old South parade despite protests from black students and others who say the event is offensive.

As many as 75 students temporarily blocked a street on the Auburn campus to protest the parade, which has been held by the Kappa Alpha fraternity for the last 76 years. The protesters said the parade celebrates the Confederate era without regard to the feelings of people whose ancestors were slaves at the time.

The fraternity agreed this year not to carry the Confederate flag

in the parade, but the members wore Confederate Army uniforms. Members of another fraternity did bring Confederate flags to the parade.

An Auburn spokesman said the parade was a setback to the institution's efforts to attract more minority students to the campus.

Dance group accuses Boston U. of censorship

BOSTON—An arts group has accused Boston University of censorship over a clause in a rental contract for a campus auditorium that gives the institution the right to cancel a production if it deems the content objectionable.

The group, Dance Umbrella, declined to sign a contract containing the clause. It said campus officials were concerned about nudity in the performance.

Todd Klipp, general counsel for the university, dismissed the group's objections as a publicity stunt. "We have the right to know what is proposed to be performed and to decide whether we want to make available our facilities," he said.



Bush addresses Florida graduates

MIAMI—In his first commencement address of the year, President Bush spoke to nearly 1,700 graduates at Florida International University. He told them that their sense of optimism about the

future was "the most precious resource of all" in helping him reform the nation's education, health-care, and legal systems and restore public trust in the federal government.



Animal-rights activists arrested at U. of Arizona

TUCSON, ARIZ.—With mouse masks covering their faces, 10 animal-rights activists were arrested for trying to take over an office and for hanging a banner from the roof of the main administration building at the University of Arizona.

The protesters, representing the group Voices for Animals, included four University of Arizona students and one employee of the

Princeton takes clapper from bell after accident

PRINCETON, N.J.—The bell tower of Princeton University's Nassau Hall will ring no more. University officials have removed the bell's clapper following an accidental fall by a freshman who was trying to remove it as part of a traditional year-end ritual.

Geoffrey MacArthur was injured after he plunged 40 feet from the tower.

Mr. MacArthur, who suffered a bruised lung, was trying to remove the clapper as part of a tradition that dates to the 1860's in which students take the clapper to try to silence the bell that marked the

beginning of fall classes. University officials had removed the clapper before the start of classes in fall, but had replaced it after receiving a pledge from senior officers that no one would try to steal it.

"It's an important part of the day to have the bell ringing," Justin Harmon, a university spokesman, said. "But we are concerned about the safety of students."

Los Angeles rioting forces campus closing

LOS ANGELES—Four California State University campuses, the University of Southern California, and all nine campuses of the Los Angeles Community College District were closed last week because of widespread rioting that broke out after four white police officers were acquitted in the beating of Rodney King, a black motorist. A citywide state of emergency was declared after extensive looting occurred, and freeways were closed. Officials also imposed a dusk-to-dawn curfew. No damage or injuries were reported at any of the campuses.



College theater productions win top awards

WASHINGTON—Five university theater departments were invited to bring productions to the Kennedy Center for this year's American College Theater Festival.

The productions were: *The Balcony Scene* (above), by Wil Calhoun; Louisiana State University at Baton Rouge.

The Bridge, by William Moises; Gallaudet University.

Slave Ban! Is Dead, by

Atthol Fugard, John Kani, and Winston Ntshona; James Madison University.

Strands, by Eric Wilson, who won the Lorraine Hansberry Playwriting Award; University of Missouri at Columbia.

A Warring Absence, by Jody Duncan, winner of the National Student Playwriting Award; California State University at San Bernardino.

Test-preparation firm files for bankruptcy

BOCA RATON, FLA.—College Bound Inc., a nationwide test-preparation company, filed for bankruptcy protection last week after federal regulators accused it of inflating its profit reports by millions of dollars.

A spokesman for its largest subsidiary, the Ronkin Educational Group, said the company would probably close the less profitable of its 150 test centers. The centers provide tutoring for college- and

graduate-school-entrance exams and other tests.

College Bound, which went public in 1988, was formed in 1981 by George and Janet Ronkin. They resigned as officers of the company last month, shortly before a federal judge froze their personal assets. The Securities and Exchange Commission had brought civil charges against the couple and the company, accusing it of filing false financial statements, and them of transferring company funds to their personal accounts. The Ronkins' lawyer says they dispute the charges, according to newspaper accounts.



Students draw attention to social problems

SPARTANBURG, S.C.—About 60 students at Converse College built cardboard shanties and 30 spent a stormy evening inside the shelters to help raise awareness of a variety of social problems.

The students said they wanted their actions to make people think about homelessness, poverty, illiteracy, world hunger, drug

abuse, and racism and prejudice. They also dumped garbage into a campus fountain to symbolize a landfill.

Sarah Martin (above, left) and Sara Samuelson, both sophomores, taped cardboard and wood together to construct one of eight temporary shelters for Shantytown USA.

PORTRAIT

A Muse to Generations of Architecture 'Enthusiasts'

By LAWRENCE BIEMILLER
CORAL GABLES, FLA.

Jack, an Alaskan malamute, has been shedding in the station wagon's back seat, and anyway it's crowded with rowing gear. So Vincent Scully insists on sitting in back, sprained ankle and all, while his embarrassed guest rides up front with Catherine Lynn, Mr. Scully's wife. On the way to the restaurant, Mr. Scully—gentle and charming over late-afternoon chardonnay on the porch—reveals himself as a possibly compulsive and certainly relentless back-seat driver. "Look out, Tappy!" he cries to Ms. Lynn. Then: "What the hell is he doing?" and "Watch that one!" and "To the right! To the right!"

Ms. Lynn seems unruffled, but the drive is disconcerting, to say the least. Later, though, it begins to make sense: Vincent Scully's keen and restless eyes see Greek temples, French gardens, New England summer houses, and New York skyscrapers in ways that have made architecture compelling for two generations of Yale University students and for countless readers of his 15 books. He's hardly going to sit back idly in the car, staring at the upholstery rather than at the world outside, imagining nothing.

Mr. Scully, who at 72 stays fit by rowing several times a week, began teaching art history at Yale in 1947 and retired—very much against his will—at the end of academic 1990-91. He still complains about the university's "draconian retirement law," but now things seem to be working out more to his satisfaction.

Dispensation From Yale

The University of Miami has invited him to teach here each spring, alternating his legendary "Introduction to Architecture" class with his famous "Modern Architecture" course. Ms. Lynn has been hired to teach architecture and historic-preservation classes. At the end of the semester, they'll round up Jack, their two boats, and Mr. Scully's invaluable slides for the trip back to Yale, which has given Mr. Scully dispensation to resume teaching his introductory course every fall.

"Now, the garden at Chantilly," Mr. Scully tells an auditorium crowded with Miami students the next day, "was designed by Le Nôtre for the Prince de Bourbon, known as Le Grand Condé, who had the basic victory that created modern France."

"The chateau was an irregular shape, and Le Nôtre turned the angle of the entrance road 90° so that it crosses in front of the chateau, aiming at an equestrian statue, with the chateau kind of falling out to the left." Mr. Scully's slides, projected by a pair of machines, climb with him up the road's grade.

"As you reach the statue, step by step, you begin to see the great basin and the *parterre*," he says. On the screens are spread Chantilly's lawns and gardens, as flat as a drawing on parchment, just as Mr. Scully has promised. "It's different from Vaux-le-Vicomte or Ver-



Vincent Scully, who has just published his 15th book on architecture: "I'm after the deepening and refinement of perception."

sailles—broader, not long. The garden explodes with energy. It's a portrait of a cavalry general."

Mr. Scully's genius as a lecturer is to walk alongside his students, serving as an enthusiastic and informed guide to the Taos Pueblo, Hadrian's Villa, Abbot Suger's improvements at St. Denis, Baron Haussmann's Paris, Le Corbusier's Chandigarh. Instead of describing architects and styles, he describes the experience of visiting a building and talks about its spatial, historical, and iconographic context. "I'm after the deepening and refinement of perception," he says, explaining why he has continued to teach—and revise—the same courses for so long.

Edward T. Foote, II, now Miami's president, remembers taking Mr. Scully's introductory course in the late 1950's: "He was able to take an hour in a day and create an atmosphere of electricity among hundreds of undergraduates. You'd leave the class and undergraduates would be arguing in knots over this work of art or that." Adds Mr. Foote: "His greatest power as a teacher was not to lecture us but to open our eyes—he didn't make experts of us, but enthusiasts."

An Experiential Approach

Mr. Scully's books are every bit as good as his lectures—or better, in that the reader is sure to discover favorite sentences and can later revisit them. The latest book, published earlier this year, is *Architecture: The Natural and the Man-made*. Illustrated with reproductions of the slides Mr. Scully has taken over the years to use in class-

es, it largely parallels his introductory course. But it has plenty to say to long-time architecture enthusiasts, both because of Mr. Scully's experiential approach and because he writes at length about French gardens, the focus of much of his recent research.

"The Garden in French History"

"I was trying to get involved in the meaning of the garden in French history," says Mr. Scully, whose text is always slipping past the velvet ropes that confine both tourists and other architecture books. In Mr. Scully's company, for instance, the reader greets Louis XIV himself at Versailles, "standing on the Parterre du Midi with his guidebook." Mr. Scully's tour, better even than the one Louis proposed in his *Manière de montrer les jardins de Versailles*, leads us from forecourt to *orangerie*, from water and grass and stone to the larger idea they have been shaped to represent—Louis's new France.

As always, Mr. Scully takes us by the elbow and turns us gently to get the best view. We are not at Versailles at all, but at a Cuban rowing club on Key Biscayne that has offered him a place to store his boat for the semester. Coming out here this morning in a rented sedan, Mr. Scully has been a relaxed and delightful passenger. Now he is pointing at the Miami skyline, full of new buildings with chopped-off tops. "You don't get them in the winter," he begins, prefacing a detail that will give his student a way to look at and think about the city before them. "But in the summer, they have the best clouds here."

PRINCIPLES of SOUND RETIREMENT INVESTING



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Scholarship



Eunice Lipton: "I began to hear voices within myself that were fun, and sexy, much more fun than I'd been hearing in my life as an art historian."

Experience and Expertise Meet in New Brand of Scholarship

By SCOTT HELLER

A small journal housed at City College of the City University of New York is learning the perils of setting up shop in Moscow.

Nationalities Papers, established in 1972, is the twice-yearly journal of the Association for the Study of the Nationalities of the USSR and Eastern Europe, a group of some 600 scholars who specialize in the study of the ethnic minority groups in the region.

In response to *glasnost*, and well before last August's coup, the editors decided to start a Russian edition that would be edited at City College but printed in Russia and distributed from Moscow.

The editor in chief, Henry R. Huttenbach, a professor of history at City College, said he thought it was the first such venture by a Western scholarly journal in the former Soviet republics. No wonder, then, that the pilot edition, which was released recently and is apparently a success, got off to a rocky start.

The announcement of the new venture said the first volume would be printed and distributed "in conjunction with" the Institute for the Development of Moscow, but Mr. Huttenbach confessed that he wasn't even sure what that was. For now, he said, it was serving as a Moscow mailing address.

"At the moment, we don't know from today till tomorrow whether an institution [in Russia] is going to stay alive," he said. "We're looking for a permanent home."

Mr. Huttenbach said the greatest obstacle to getting the first issue out was finding paper to print it on. The association had to pay a high price, in hard currency, on the black market.

"It was a little adventure in itself," he said. "We're pleased it worked out, but now we're trying to stabilize."

His audiocassettes are the No. 1 seller at the nation's truck stops. Now he's an author for the University Press of Mississippi.

The press has collected 124 of the stories of the country comedian Jerry Clower in *Stories From Home*, which was released last month. Mr. Clower, a star of the Grand Ole Opry who spins tales about life in the rural South, has a big following among country-music fans.

It sounds like an unlikely marriage, but editors at the press have big hopes for the book.

"While not a traditional author of a university-press book, Jerry Clower represents the tradition of Southern story telling," says JoAnne Prichard, senior editor at the press who approached Mr. Clower about the project. The book includes a foreword by Willie Morris as well as an interview of Mr. Clower by Ms. Prichard.

Hoping to capitalize on Mr. Clower's popularity, the press is going out with its biggest initial press run ever for *Stories From Home*—15,000 copies—and plans to distribute it at bookstores around the country.

Truck stops may not be far behind.

Before we meet, I feel as though I know her. She's a New York maven, full of instructions about where to stay and where to eat. I grew up in Brooklyn. I know the type.

We get together at a café on the Upper West Side, her choice. I'm early, for a change, but she's late. I don't know what to expect from her big laugh and raspy telephone voice. Her book, too, is kind of lusty. She loves food, and her husband, a lot. So I'm surprised when she turns out to be smaller than I expected. She's dressed like an art student, not a former art-history professor—little white T-shirt, black jeans, and chunky black shoes. Her hair is ▶

New Brand of Scholarship Mixes Experience, Expertise

red—no, more like burgundy, really. I want a piece of cake. But she orders coffee only, so I do the same.

A working-class girl from the Bronx makes it. She's a tenured art-history professor. She travels in tony circles, speaks at museums, jets to France to do her research.

But it's not enough. She feels constrained. Bored, even. She writes, but she's not really there in the work, on the page. She's had enough of great male artists. She wants to write about women, working women—the models whose faces and bodies are immortalized, but whose names are lost to history.

Victorine Meurent, the model for some of Edouard Manet's greatest paintings, haunts her. Meurent is "Olympia," the red-head who reclines, nude, and stares at the viewer. She is neither brazen nor ashamed. She can say Yes or No. The decision is hers.

In 1987, Eunice Lipton went to Paris to research the life of Victorine Meurent. When she returned, she made a sudden decision: to quit teaching at the State University of New York at Binghamton and to become a full-time writer.

"I began to hear voices within myself that were fun, and sexy, much more fun than I'd been hearing in my life as an art historian," she says.

From the Bronx to Success

Her forthcoming book, *Alias Olympia: A Woman's Search for Manet's Notorious Model and Her Own Desire* (Charles Scribner's Sons), sets those voices free. The book traces Ms. Lipton's career as an art historian, from a disapproving Bronx home to scholarly success. She takes the reader inside the frustrations of her research on

the model, trying to put together the pieces of a life ignored by most art historians.

The book is a bold example of a new kind of scholarship that freely mixes personal elements and research expertise. Ms. Lipton pushes the boundaries further. She creates fictional scenes and invents lovers for the model, whom she imagines as a strong-willed Bohemian woman who lived a dignified life even after her years as a model were over.

For Ms. Lipton and other feminists, the division between person-

al writing and scholarship has always been tenuous. Now it is breaking down, and a variety of scholars—women and men—are getting personal in print.

The results are books like the latest by Jane Tompkins of Duke University, which has no footnotes but includes a portrait of her father-in-law and stories from her volunteer work in a homeless shelter.

She is writing about Westerns. Ms. Tompkins, a professor of English, considers the "repression of emotion" central to Western novels and films. So she is up-front about her own visceral reactions to the works at hand, whether gripped by a Louis L'Amour chase scene or disturbed by the brutality to cattle in the film *Red River*.

"I am simultaneously attracted and repelled by the power of Western heroes, the power that men in our society wield," she writes in *West of Everything: The Inner Life of Westerns* (Oxford University Press, 1992). "In a sense my engagement with the Western has

been an attempt to understand why men act the way they do and to come to terms with it emotionally."

As a tenured professor, Ms. Tompkins did not have to worry about losing professional standing by publishing an unorthodox book. But she was still nervous, fearing that it would satisfy neither a scholarly nor a popular audience.

She drew support from a writing group made up of Duke colleagues, each of whom is working on a personal project. They include Marianna Torgovnick of the English

department, who is writing a book of autobiographical essays, and Alice Kaplan of the Romance studies department, whose forthcoming book deals with her life as a student of French.

An 'Impersonal' Tongue

Ms. Tompkins is something of a pioneer in the use of autobiographical elements in her scholarly writing. In a 1987 *New Literary History* essay called "Me and My Shadow," since anthologized twice, she described academic writing as a "straitjacket" that kept women from writing in their true voices.

"It is a tenet of feminist rhetoric that the personal is political, but who in the academy acts on this where language is concerned?" she writes. "We all speak the father tongue, which is impersonal, while deprecating the father's ideas."

In a 1990 *College English* essay called "Pedagogy of the Distressed," she reflected on the power relations in the classroom. "It's had more impact than anything

Continued From Preceding Page

I've ever written," she says. The essay will be part of her next book, tentatively titled *A Life in School*, in which she explores her own schooling, as well as the values she embodies as a teacher.

She presented an excerpt, on her ambivalent relationship to the poetry of T. S. Eliot, at December's meeting of the Modern Language Association. Like her other personal work, it is suffused with regret about choices made and unmade, and professional roles that never quite meet her needs. Telling these stories "saved my life," Ms. Tompkins says.

"I couldn't stay here if I couldn't do this."

Nancy K. Miller understands. She, too, writes about her anxieties as a teacher and the way in which feminism has shaped her life and work. In *Getting Personal: Feminist Occasions and Other Autobiographical Acts* (Routledge, 1991), Ms. Miller is a professor of English at the Graduate Center of the City University of New York.

Her book calls for "autobiographical criticism," a form that she believes can be both intellectually sophisticated and personally involving. Clearly, many scholars are listening. Due out later this year from Duke University Press is a collection of essays called *The Intimate Critique: Autobiography as Cultural Criticism*. A second, similar collection is in the works. And a collection of autobiographical essays by Jewish intellectuals will be published next year.

Writing between two worlds and about multiple identities is a common theme of the new writing, which is inspired by the work of such authors as Adrienne Rich and Salman Rushdie.

Born to an American father and a Japanese mother, Norma Field returned to Japan for a sabbatical year in 1989. Ms. Field, an asso-

ciate professor of East Asian languages and civilizations at the University of Chicago, watched the nation in visible struggle over the legacy of its role in World War II played out during the dramatic death watch for Emperor Hirohito.

Memory and Stories

In *The Realm of a Dying Emperor: A Portrait of Japan at Century's End* (Pantheon, 1991) Field gives a personal voice, Ms. Field eventually decided, to be more than a political tract or an exercise in Japanese bushing. "Japan was a society I found more and more troubling as it not repugnant," she says. "We also had an enormous personal attachment to the country."

The book intersperses Ms. Field's family memories with the stories of three contemporary Japanese citizens who have chosen to challenge the uniformity of the prosperous society. Writes Ms. Field: "I need to remember what came to know of their lives, to be familiar and strange, to learn to imagine it against the common celebration of coercive consensus: on one side of the Pacific, mounting fury over waning supremacy on the other."

His father's funeral figures significantly in a new book by Keesha Appiah, professor of Afro-American studies at the University of Wisconsin. In *My Father's House: Africa in the Philosophy of Culture* (Oxford University Press, 1992), she explores the shifting identities that describe the once-colonized people of Africa. Born to an upper-class family in Ghana, educated in England, and teaching here, Mr. Appiah embodies the "multiplicity" of her lives in a postcolonial world. He writes, "Family arguments over arrangements for the funeral highlighted the strains in Ghanaian society between its tribal and state leaders, its aspirations to modernization, and its histories and rituals."

Patricia J. Williams, a professor of law at the University of Wisconsin

Scholarship

at Madison, describes her family's history and its impact on her attitudes toward property law in *The Alchemy of Race and Rights* (Harvard University Press, 1991). The book is one of several recent works that expand legal writing to include stories, anecdotes, and personal testimonials.

Ms. Williams argues that typical legal writing gives short shrift to personal experience, especially the experiences of black women like herself. She tells the story of being denied the chance to browse at a New York clothing shop. But when she wanted to include the story in a legal essay, the editor told her that mentioning her race was against editorial policy and had to go.

"My purpose is to set up a conversation about what gets lost in certain legal discussions," she says. "These stories cannot be told in the abstract."

Suspicious of the Personal

David Simpson of the University of Colorado at Boulder is suspicious of the personal tone to scholarly writing, which he considers to be an evasion of politics. He detects two strands. One invokes "liberal authenticity" and can be reduced to a statement like "I felt it, therefore it is true." The second strand, which he chalks up to "naïve identity politics," comes to mean this: "I felt it. I am white. Therefore, this is what white people feel."

Personal writing can inspire oth-

"We're acknowledging that there is an autobiographical basis to the work we do. It's healthier to acknowledge than to repress it."

ers who identify with the writer, says Mr. Simpson, a professor of English. But, he says, "the move to autobiography is almost never accompanied by any real analysis of what an individual's position in a culture or society is."

Ms. Tompkins has heard such complaints, and she rejects them. "Self-indulgence is the charge made by people who are afraid of their own selves," she says.

She and other scholars argue that the new genre makes intellectual sense, growing out of feminist and postmodern critiques of objectivity and history that have taken hold in the humanities today. So-called reflexive anthropology, which emphasizes the position and status of the cultural observer, has had an impact as well.

Ms. Miller does not see the work as a throwback to the days before literary and cultural theory came to define the academic landscape. "All the autobiographical work being done now has passed through the sieve of theory," she says. But she points out that successful examples offer scholarly insights and relevance to a wider audience.

Scholars defend the work on another count: It's honest.

"We're acknowledging that there is an autobiographical basis to the work we do," says Patricia Yaeger, associate professor of

English at the University of Michigan. "It's healthier to acknowledge than to repress it."

Ms. Yaeger says friends were taken aback when she began research on how childbirth is represented in literature, since she cannot have children. (She has adopted a daughter.) Now she deals with the matter directly, explaining that her "alienation from the birth plot" gives her a sense of the way many men feel about a process they watch but don't experience.

In some cases, personal criticism makes sense as a way to analyze writing that is itself quite personal. Diane P. Freedman, an assistant professor of English at Skidmore College, writes personally in discussing the poetry and essays of such writers as Adrienne

Rich, Alice Walker, and Marge Piercy. She includes her own poetry in the book as well.

'Great Risk'

The project began as a dissertation, which her advisers discouraged her from pursuing. But it has just been published as a book, *An Alchemy of Genres: Cross-Genre Writing by American Feminist Poet-Critics* (University Press of Virginia). Ms. Freedman is also one of three editors of *The Intimate Critique* collection.

"For young untenured women, the personal voice is chosen with great risk," says Ruth Behar, associate professor of anthropology at the University of Michigan. Receiving a MacArthur grant in 1988, and then tenure, gave her the

chance to try. The result—*Translated Woman: Crossing the Border With Esperanza's Story*—will be published this year by Beacon Press. It describes Ms. Behar's relationship with a Mexican woman, whose life story she "translates" through the prism of her own experiences and scholarly expertise.

Ms. Lipton, too, has spent years trying to understand—and share—the life of another woman, a model who hoped for an artistic career of her own. She emerged only with fragments of a life, not the heroine for whom she had hoped. But she found that Victorine Meurent died in 1927, years later than most people had believed. And Meurent exhibited her own paintings four times. One was sold at auction after she died.

"She lived a long life," Ms. Lipton says proudly. "At 77 years old, she told a census taker that she was an artist. That's pretty good."

For the writer, the long wait is nearly over. *Alias Olympia* comes out early next year. Returning to her apartment, she heads straight to her mailbox and discovers an envelope from her publisher. She's sure that it's a mockup of the book cover, and she's sure she's going to hate it. But when she opens the envelope, she's pleased.

She asks me what I think. Can I answer? Am I compromising my objectivity? Why do I have to speak in italics?

I tell her that I like the cover. I say good-bye. Then I leave, to have that piece of cake I've waited for all day.

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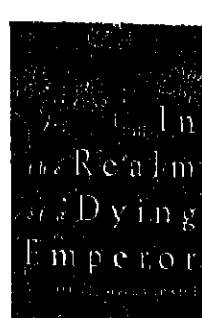
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"My father's coffin traveled in under the tree that my English grandmother had planted the first time she visited that house (a tree where, as a child, I had pretended to be Tarzan, swinging from the branches, oblivious of the cultural politics of my play) and up onto this veranda, passing by the office where he had been Mr. Joe Appiah, barrister and solicitor of the Supreme Court of Ghana."

—Kwame Anthony Appiah, professor of Afro-American studies at Harvard University, in *In My Father's House: Africa in the Philosophy of Culture* (Oxford University Press, 1992)



"I can't taste her New Year's feast this year. She would laugh and protest, earnestly too, if she heard me calling it a feast. I can't make anything, just the same old things, she would say, standing at the stove, stirring, stirring, whether tired, sick, or as happens most often, worry-filled—over fading business, slandered Socialists, worm-eaten tree, leaking roof, barbarous husband, wrong-sized beans: so much care cooked into a pot, rising in the steam and into our nostrils, infecting us in turn with attachment to the world."

—Norma Field, associate professor of East Asian languages and civilizations at the University of Chicago, in *The Realm of a Dying Emperor: A Portrait of Japan at Century's End* (Pantheon, 1991)



"When I think of the hero in this way, when I think of Shane or Thomas Dunston or Ethan Edwards, the tough lonely men who lord it over others in countless films, my throat constricts. So much pain sustained internally and denied. So much suffering not allowed to speak its name. When he rides out of town at the end, the hero bears his burden by himself. When I think of how he feels, no words coming out, everything closed inside, the internal bleeding, the sadness of the genre is terrible, and I want to cry."

—Jane Tompkins, professor of English at Duke University, in *West of Everything: The Inner Life of Westerns* (Oxford University Press, 1992)



"I try to imagine what it would have been like to have a discontented white man buy me, after a fight with his mother about prolonged bachelorhood. I wonder what it would have been like to have a thirty-five-year-old man own the secrets of my puberty, which he bought to prove himself sexually as well as to increase his livestock of slaves. I imagine trying to please, with the yearning of adolescence, a man who truly did not know I was human, whose entire belief system resolutely defined me as animal, chattel, talking cow."

—Patricia J. Williams, professor of law at the University of Wisconsin at Madison, in *The Alchemy of Race and Rights* (Harvard University Press, 1991)



National Academy of Sciences Elects 59 Members, 14 Foreign Associates

WASHINGTON
The National Academy of Sciences has announced the election of 59 new members and 14 foreign associates from 11 countries in recognition of their distinguished and continuing research achievements.

Jan D. Achenbach, professor of engineering and director of the Center for Quality Engineering and Failure Prevention, Northwestern U.
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Abram Aronson, professor of psychology, U. of Texas at Austin.
Neal R. Amundson, professor of chemical engineering and of mathematics, U. of Houston.
Hans C. Andersen, professor of chemistry, Stanford U., and deputy director of the Stanford Center for Materials Research (Stanford, Cal.).

James G. Anderson, professor of atmospheric chemistry, Harvard U.
George E. Buring, professor of plant pathology and biochemist in the Agricultural Experiment Station, U. of California at Davis.
Donald L. Burkholder, professor of mathematics and statistics, U. of Illinois at Urbana-Champaign.
John D. Corbett, professor of chemistry, Iowa State U.
William R. Dickinson, professor emeritus of geosciences, U. of Arizona.
Anthony S. Fauci, chief of the Laboratory of Immunoregulation and director of the National Institute of Allergy and Infectious Diseases, National Institute of Health.
Jerome I. Friedman, head of the physics department, Massachusetts Institute of Technology.
Yuan-Chen B. Fung, professor of bioengineering and applied mechanics, U. of California at San Diego.
Robert G. Gallager, professor of electrical engineering and computer science, Massachusetts Institute of Technology.

Margaret J. Geller, senior scientist at the Smithsonian Astrophysical Observatory and professor of astrophysics, Harvard U.
William T. Greenough, professor of psychology and associate director of the Beckman Institute, U. of Illinois at Urbana-Champaign.
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■ Application forms may be obtained from the Social Science Research Council and must be accompanied by a ten page statement of the proposed research activity. *The deadline for submission of applications is September 15, 1992.* The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program
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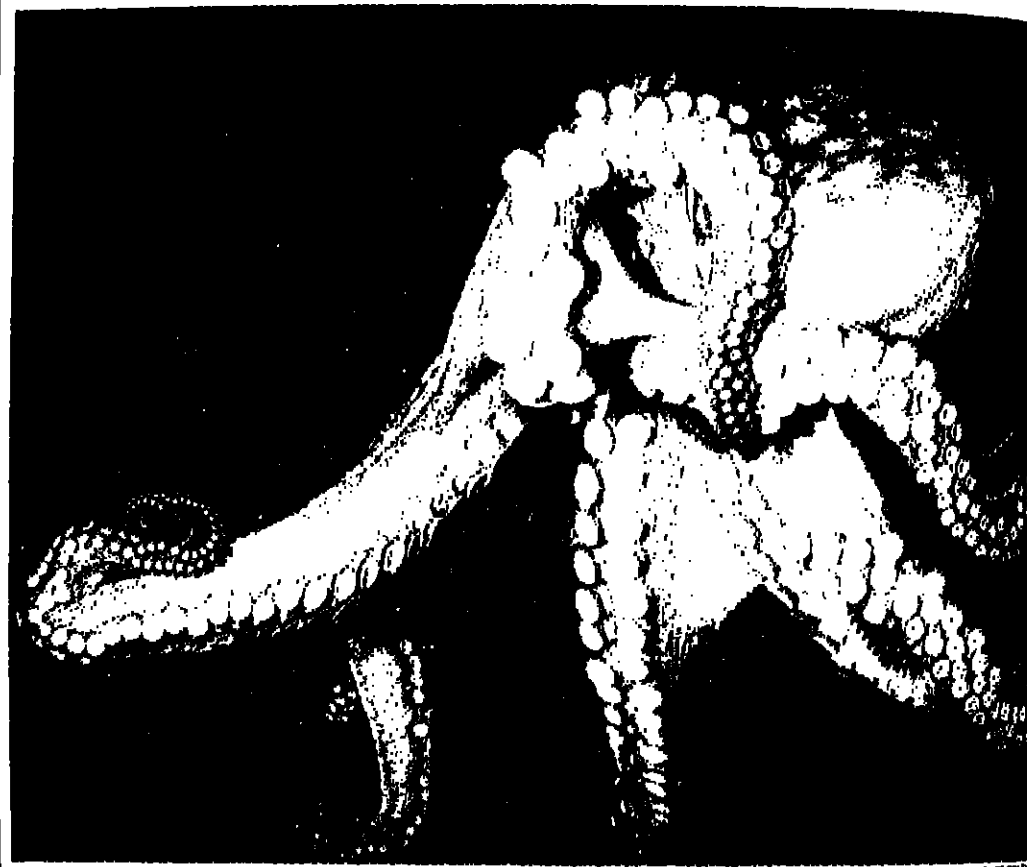
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RESEARCH NOTES

- Octopuses are shown to learn behavior through observation
- Salamanders are found to survive with extra chromosomes
- Plant is genetically altered to produce biodegradable plastic
- Study shows people prefer spouses who confirm self-image
- Survey finds Russians divided on merits of foreign investment



In experiments with "Octopus vulgaris," the animals that watched a certain task learned it more quickly than the ones trained to perform it.

Two scientists in Italy have discovered that octopuses, like humans, can learn new behavior by watching others.

Researchers had long believed that invertebrates, particularly those that, like octopuses, do not live in social groups, could learn only through direct experience.

But in the April 24 issue of *Science*, Graziano Fiorito of the Stazione Zoologica A. Dohrn in Naples and Pietro Scotto of the University of Reggio Calabria in Catanzaro said that their experiments with *Octopus vulgaris*, the common octopus, showed that such invertebrates could learn merely by watching the actions of others of their species.

In their study, the scientists trained a group of octopuses to select one of two balls, colored red or white, that were presented simultaneously.

A second group of octopuses was allowed to watch the training. The scientists say the rapid head and eye movements of the observers in the second group showed that they were paying close attention. In fact, when tested one and five days after the training period, the octopuses that were strictly observers were found to have learned the tasks more rapidly than those that had actually undergone the training.

The scientists said their findings were especially interesting because of the highly developed brain of the octopus and "its intriguing analogies with the neural organization of vertebrate brains." They added that the experimental results also raise questions "about the function

of such learning in the natural environment of octopuses."

—KIM A. McDONALD

Most vertebrate animals that acquire extra sets of chromosomes are unable to survive.

But a team of biologists has discovered that some female North American salamanders with that trait have thrived and remained genetically unchanged for four million years, because their extra chromosomes can prevent the mingling of genes from their mates.

The biologists, from Pennsylvania State University and the University of Guelph in Ontario, said in the April 23 issue of *Nature* that the unusual female salamanders "represent the most ancient known unisexual vertebrate lineage." That makes the lineage 40 times as old as the 100,000-year-old

lineage of Mexican fish, a species previously thought by scientists to be the oldest-known unisexual vertebrate.

Because of their extra set of chromosomes, the salamanders produce clones—offspring that are exact duplicates of one other and of their mother.

"A rare genetic mutation has caused these salamanders to reproduce by cloning," said L.R. Maxson, a professor of biology at Penn State and one of the authors of the report.

"These salamanders need genes from males of any of the related species living nearby only to initiate the growth process by penetrating their eggs," she added. "but almost never do the eggs contribute any genetic material to the eggs."

The scientists estimated the age of the lineage of salamanders

by studying the rate of genetic mutation in the animal's mitochondrial DNA, a type of genetic material transferred unchanged from mother to daughter.

In vertebrates, mitochondrial genes develop mutations at a fairly regular rate, so that the number of mutations give a picture of a lineage's age.

"Nobody expected the mitochondrial clock to tell us that these salamanders are four million years old, but that was the result," said S. Blair Hedges, a postdoctoral research associate at Penn State.

The scientists said further study of the salamander lineage's ability to survive, in spite of its extra set of chromosomes, could improve the understanding of human fetal development.

"If a human fetus were to acquire so many extra chromosomes, it would simply fail to survive," said Ms. Maxson. "Understanding how these salamanders can function normally with lots of extra chromosomes may eventually help us understand more about fetal development in humans." —K.A.M.

Scientists have been able to alter the genes of a plant to make it produce a biodegradable plastic.

Many species of bacteria create a biodegradable plastic, called polyhydroxybutyrate, that can be molded with heat. But at about \$12 a pound, the plastic that can be produced by fermenting the bacteria is too expensive to be practical.

Now scientists have taken a first step toward harvesting the plastic from plants by taking the bacterial genes used to create the plastic and inserting them into plants.

Christopher Somerville, a professor of botany at Michigan State University, with colleagues there and at James Madison University, reported the advance in the April 24 issue of *Science*.

The scientists put two key genes for the plastic into plants of the species *Arabidopsis thaliana*. The plants are frequently used for research because they grow and reproduce rapidly. Each gene was introduced separately into a line of the plants and then the lines were cross-fertilized to create a hybrid.

Only about 0.1 per cent of a hybrid plant's weight is plastic, but the scientists said that with further tinkering it should be possible to create plants that make the plastic more efficiently.

Michigan State University has filed for a patent on the process. William Happer, the director of the Department of Energy's Office of Energy Research, which supported the experiments, said the results hold "tremendous promise for commercial applications."

The research, Mr. Happer said, opens the way to making plastic without using fossil fuels and to altering plants to make other kinds of useful materials.

—DAVID L. WHEELER

People with negative self-concepts tend to be drawn to spouses who think poorly of them, according to a newly published study by three psychologists.

In a report in the current (March) issue of *Psychological Science*, the journal of the American Psychological Society, William B. Swann, Jr., and Chris De La Ronde of the University of Texas at Austin and Gregory Hixon of the University of Connecticut noted that, despite a large body of literature indicating that people seek approval in their social relationships, some recent research suggested that they also want confirmation of their views of themselves.

The researchers also noted that, while laboratory studies have shown that people with firmly held negative self-images tend to prefer interaction with partners who view them unfavorably, no research has tested that tendency outside the laboratory.

For their study, Mr. Swann and his colleagues recruited 95 married couples from a shopping mall and a horse ranch in central Texas. Three batteries of tests were administered to the couples, measuring each person's self-concept, opinion of his or her spouse, and commitment to the marriage.

The researchers found that, among those people with a negative self-image, the ones with the strongest commitments to their marriages. The researchers also found that, among the people with positive self-concepts, those whose spouses thought favorably of them were most committed to their marriages. Those with moderate views of themselves did not appear to be influenced one way or another by their partners' appraisals.

The researchers cautioned that their study measured only correlations and should not be read to suggest that a spouse's opinion was the reason for a person's commitment to his or her marriage.

—ELLEN K. COUGHLIN

Russians are sharply divided over the benefits of foreign investment in their country, a new study has revealed.

In a survey of nearly 2,000 Russians conducted in January and February, 52 per cent of the respondents said they believed such investment would improve the economy, while 40 per cent said

they feared foreign investment would lead to a loss of Russian control over the economy.

The survey, the results of which were released by Emory University, was directed by Ellen Mickiewicz, a political scientist there.

Forty-four per cent of the survey's respondents opposed all foreign investment in the Russian oil, gas, and mineral industries; some 40 per cent were opposed to such investment in newspapers, radio, or television.

A comparative survey in December and January of nearly 4,000 people in Russia, Ukraine, and Uzbekistan revealed that a majority of respondents in all three states saw internal political unrest as a greater threat to their security than foreign invasion.

—E.K.C.

Scholarship

which are all members of a genus called *Ambystoma*, by studying the rate of genetic mutation in the animal's mitochondrial DNA, a type of genetic material transferred unchanged from mother to daughter.

In vertebrates, mitochondrial genes develop mutations at a fairly regular rate, so that the number of mutations give a picture of a lineage's age.

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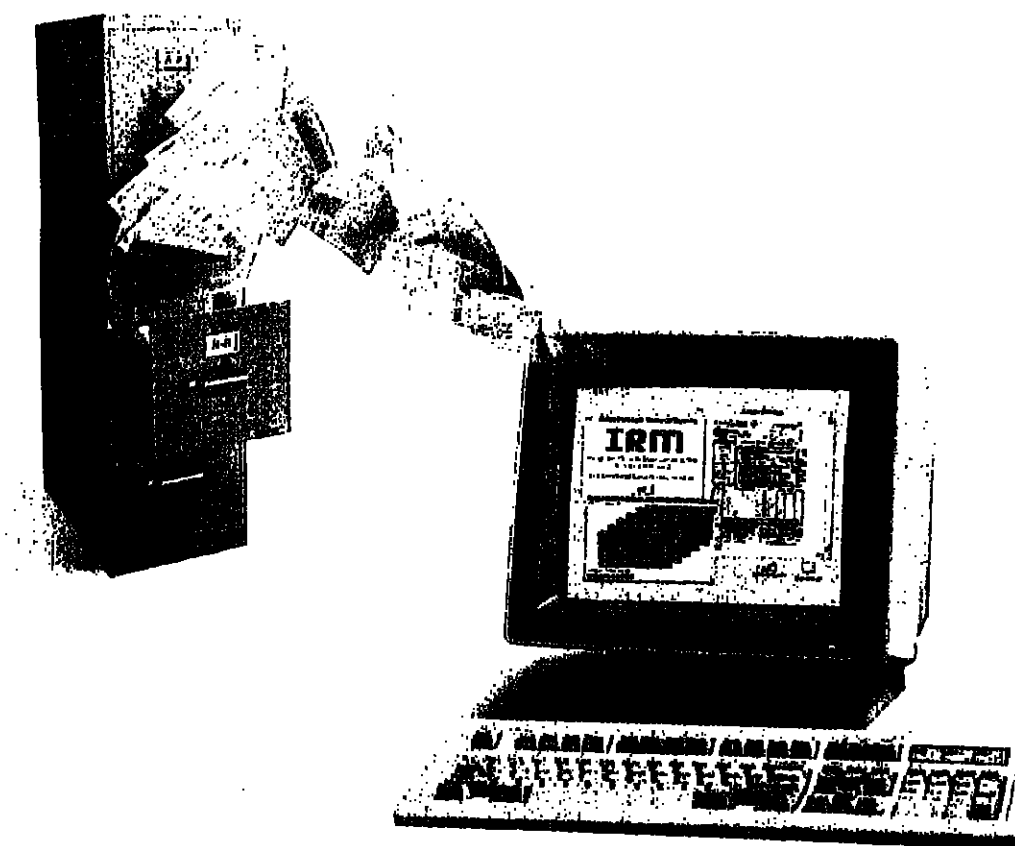
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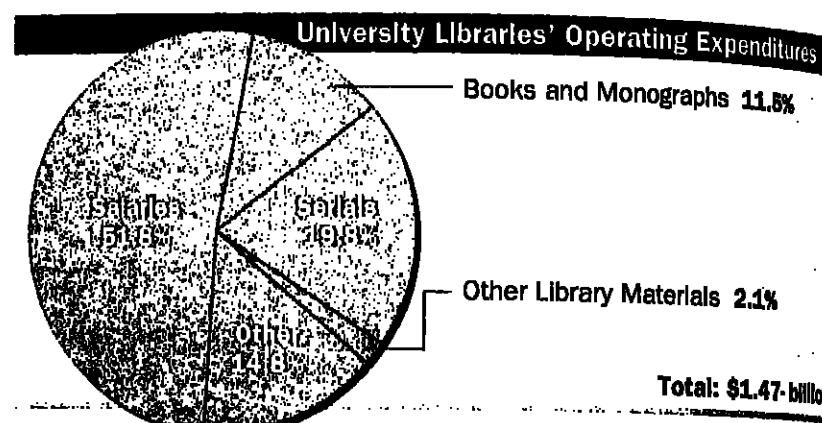
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Holdings of Research Libraries in U.S. and Canada, 1990-91

University Libraries					
Rank ¹	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures ²
Harvard U.	1	12,169,049	402,984	96,704	1,134 \$50,249,192
U. of California at Berkeley	2	7,697,027	188,270	87,530	776 \$2,723,415
Yale U.	3	9,013,561	166,244	52,210	689 \$0,151,200
U. of California at Los Angeles	4	6,179,973	179,309	96,723	662 \$1,926,086
U. of Toronto	5	6,091,828	188,691	39,016	692 \$8,430,815
U. of Illinois at Urbana-Champaign	6	7,818,951	170,493	91,017	502 \$9,482,434
U. of Michigan	7	6,579,152	128,783	70,157	619 \$6,759,418
U. of Texas	8	6,505,219	215,341	52,182	596 \$9,447,403
Stanford U.	9	5,987,592	142,889	50,157	536 \$1,697,862
Columbia U.	10	6,142,293	122,219	60,764	633 \$5,396,686
Cornell U.	11	6,344,481	145,157	59,928	570 \$2,872,882
U. of Washington	12	5,085,669	153,014	53,408	511 \$2,379,841
U. of Wisconsin	13	5,133,457	111,900	49,626	521 \$3,020,227
U. of Minnesota	14	4,761,630	117,678	42,304	526 \$4,396,140
Indiana U.	15	5,098,250	156,020	38,782	475 \$9,931,037
U. of Chicago	16	6,328,849	140,573	46,976	389 \$6,083,176
Princeton U.	17	4,839,356	135,239	32,950	390 \$8,748,412
Pennsylvania State U.	18	3,191,245	112,240	33,480	479 \$8,506,042
Duke U.	19	4,016,036	187,705	35,564	331 \$4,819,597
Rutgers U.	20	3,302,416	97,801	28,181	512 \$2,592,408
Ohio State U.	21	4,617,095	99,734	32,151	474 \$7,020,795
U. of North Carolina	22	3,856,378	112,134	39,223	391 \$5,435,157
U. of Arizona	23	3,817,361	128,928	31,919	376 \$4,708,494
U. of Pennsylvania	24	3,756,782	95,668	32,118	388 \$7,840,959
U. of British Columbia	25	3,019,879	108,396	22,729	406 \$8,697,619
Arizona State U.	26	2,712,934	114,349	33,899	415 \$5,648,658
New York U.	27	3,151,486	74,899	28,817	438 \$9,129,172
U. of Florida	28	2,986,891	110,496	27,831	439 \$5,028,682
U. of California at Davis	29	2,441,855	80,495	52,042	327 \$6,307,284
U. of Georgia	30	2,988,339	79,835	34,853	380 \$2,310,976
Northwestern U.	31	3,550,260	85,812	37,054	353 \$4,262,619
U. of Alberta	32	3,179,572	88,920	23,098	377 \$5,655,603
U. of Virginia	33	3,286,649	93,717	25,365	340 \$5,185,994
U. of California at San Diego	34	2,056,113	123,304	23,784	373 \$6,286,677
Johns Hopkins U.	35	2,802,881	75,729	20,677	330 \$7,866,060
U. of Southern California	36	2,885,444	67,119	38,844	358 \$5,231,319
Wayne State U.	37	2,578,970	205,836	24,658	238 \$1,990,794
U. of Pittsburgh	38	2,982,901	94,481	23,045	354 \$3,483,938
U. of Kansas	39	2,980,765	79,583	28,002	330 \$2,132,493
Michigan State U.	40	2,811,363	81,083	28,142	314 \$2,851,442
McGill U.	41	2,570,377	70,614	17,812	324 \$4,886,390
U. of Maryland	42	2,119,523	71,330	22,825	348 \$5,567,442
U. of Iowa	43	3,174,289	77,204	18,514	283 \$2,853,126
U. of Hawaii	44	2,573,224	73,902	38,363	236 \$0,348,926
State U. of New York at Buffalo	45	2,854,744	69,619	23,292	289 \$2,306,444
U. of Connecticut	46	2,323,672	83,526	22,337	231 \$3,651,521
Vanderbilt U.	47	1,981,132	88,821	19,092	301 \$1,901,787
Washington U.	48	2,842,917	70,316	18,931	284 \$2,851,442
Texas A&M U.	49	1,982,346	71,944	25,428	309 \$1,531,186
Emory U.	50	2,101,967	64,039	22,287	283 \$3,545,980
U. of California at Santa Barbara	51	2,043,462	54,576	30,181	250 \$2,451,601
Georgetown U.	52	1,855,343	60,718	23,842	296 \$2,489,462
U. of Western Ontario	53	2,011,123	68,608	17,033	287 \$2,226,627
U. of Colorado	54	2,349,410	64,816	28,563	229 \$1,372,486
Boston U.	55	1,809,437	54,835	29,437	273 \$0,784,047
U. of Laval	56	1,856,281	64,424	15,841	264 \$2,223,185
U. of Notre Dame	57	2,094,598	107,735	20,231	198 \$0,839,620
Florida State U.	58	1,836,507	118,660	18,751	244 \$0,951,332
U. of Kentucky	59	2,212,083	56,597	27,802	271 \$0,646,207
U. of New Mexico	60	1,780,646	61,238	18,230	347 \$2,160,872
Massachusetts Institute of Technology	61	2,223,822	55,015	21,677	245 \$0,513,389
U. of Cincinnati	62	1,791,905	56,874	20,554	310 \$2,475,557
York U. (Ontario)	63	1,901,582	59,282	19,917	257 \$1,953,748
Howard U.	64	1,832,793	49,994	26,149	233 \$0,895,404
Louisiana State U.	65	2,874,571	57,380	19,815	281 \$0,756,985
U. of Illinois at Chicago	66	1,695,329	46,696	17,593	284 \$1,806,890
U. of Delaware	67	2,014,431	63,597	23,471	214 \$0,492,250
Purdue U.	68	1,968,656	50,619	18,238	271 \$0,185,748
Brown U.	69	2,503,827	45,798	14,792	274 \$1,144,301
U. of Tennessee	70	1,914,674	46,101	22,972	258 \$0,113,296
Brigham Young U.	71	2,132,747	72,848	18,358	380 \$0,180,063
U. of Missouri	72	2,528,304	47,159	17,395	232 \$0,100,508

SOURCE: Association of Research Libraries



University Libraries (continued)

Rank ¹	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures ²
U. of Miami	73	1,739,855	51,526	18,349	239 \$10,478,437
U. of California at Irvine	74	1,500,867	52,251	19,522	234 \$2,074,392
U. of South Carolina	75	2,476,527	48,443	20,552	208 \$8,484,026
U. of Nebraska	76	2,059,989	49,193	20,776	211 \$8,554,221
U. of Rochester	77	2,734,373	52,816	13,199	230 \$8,839,303
State U. of New York at Stony Brook	78	1,752,232	52,243	20,841	222 \$5,542,841
Iowa State U.	79	1,514,948	44,848	21,467	227 \$9,882,345
Syracuse U.	80	2,352,547	32,829	16,733	255 \$9,717,891
Dartmouth College	81	1,873,324	52,880	21,083	185 \$9,973,817
Temple U.	82	2,107,910	48,862	15,414	220 \$9,794,213
Queen's U. (Kingston)	83	1,838,616	44,270	15,866	206 \$0,156,316
Southern Illinois U.	84	2,144,277	50,092	17,831	234 \$4,472,999
Virginia Polytechnic Institute and State U.	85	1,754,830	54,735	16,265	230 \$9,149,801
McMaster U.	86	1,596,911	46,214	15,291	207 \$9,972,287
Kent State U.	87	2,428,223	47,639	14,038	252 \$8,191,726
U. of Oregon	88	1,931,789	48,250	18,776	217 \$9,948,118
U. of Waterloo	89	1,625,111	44,707	15,364	199 \$9,381,047
Tulane U.	90	1,851,203	50,735	17,236	185 \$8,453,450
Washington State U.	91	1,644,342	39,714	23,017	209 \$8,618,287
U. of Saskatchewan	92	1,459,334	65,368	13,700	181 \$8,631,856
U. of Massachusetts	93	2,445,150	47,960	13,807	186 \$8,053,151
U. of Manitoba	94	1,852,507	41,785	12,405	228 \$9,828,137
U. of Alabama	95	1,803,474	53,318	17,945	182 \$7,759,687
U. of Utah	96	1,870,457	58,970	12,144	217 \$7,833,002
U. of Oklahoma	97	2,335,957	44,814	17,440	189 \$7,558,797
Colorado State U.	98	1,372,670	153,978	11,730	137 \$6,707,827
U. of Guelph	99	1,964,118	63,702	13,473	160 \$6,703,676
Oklahoma State U.	100	1,595,257	97,480	18,276	186 \$7,079,749
North Carolina State U.	101	1,407,875	42,710	16,860	219 \$8,647,299
U. of California at Riverside	102	1,916,286	48,887	12,463	170 \$7,982,642
State U. of New York at Albany	103	1,310,993	43,164	17,218	177 \$8,454,102
Case Western Reserve U.	104	1,732,430	36,320	15,311	168 \$7,481,451
Georgia Institute of Technology	105	1,897,021	49,940	22,227	110 \$5,520,970
U. of Houston	106	1,648,921	27,927	14,862	197 \$5,914,287
Rice U.	107	1,501,162	30,884	12,340	128 \$6,007,061

Non-University Libraries

	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures ²
Boston Public Library	5,904,605	260,673	16,923	688	\$28,421,180
Canada Institute for Scientific and Technical Information, Ottawa, Ontario	2,305,513	53,599	30,474	225	\$2,188,937
Center for Research Libraries, Chicago	3,017,716	46,296	13,548	72	\$2,900,444
Library of Congress, Washington	22,038,877	289,446	150,000	5,045	\$07,102,000
Linda Hall Library, Kansas City, Mo.	663,372	16,100	12,800	61	\$3,548,000
National Agricultural Library, Beltsville, Md.	2,104,735	38,054	23,010	235	\$6,786,000
National Library of Canada, Ottawa, Ontario	1,461,486	117,530	45,429	498	\$1,885,432
National Library of Medicine, Bethesda, Md.	2,000,511	43,237	27,405	289	\$3,670,339
New York Public Library, New York	6,624,748	125,459	156,615	801	\$8,149,640
New York State Library, Albany, N.Y.	2,177,147	27,214	20,250	208	\$9,060,650
Newberry Library, Chicago	1,439,324	6,297	6,297	107	\$5,956,188
Smithsonian Institution, Washington	1,120,741	21,391	14,383	125	\$5,806,502

Notes: Institutions are ranked by total holdings for their main campuses only, unless a branch campus is indicated. The numbers listed under "volumes in library," "volumes added," and "current serials" include materials not counted in previous years because of a 1990-91 revision in the reporting government documents.

Based on an index developed by the Association of Research Libraries to measure the number of university libraries. The index takes into account the number of volumes held, number of added during the previous fiscal year, number of current serials, total operating expenditures, and staff, including student assistants. It does not measure a library's services, its quality of collections, or its success in meeting the needs of users.

Figures for Canadian libraries are expressed in U.S. dollars.

Branches are listed as well as the main institution.

Scholarship

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Experiencing Ritual: A New Interpretation of African Healing, by Edith Turner and others (University of Pennsylvania Press; 239 pages; \$33.95 hardcover, \$14.95 paperback). Describes the healing ritual of the Ndembu people of Zambia, and discusses Ms. Turner's sighting of a spirit form while participating in the rite.

Inalienable Possessions: The Paradox of Keeping-While-Giving, by Annette R. Weiner (University of California Press; 245 pages; \$35 hardcover, \$13 paperback). Focuses on groups in Australia, Papua New Guinea, and other Oceanian countries in a study of how different cultures deal with possessions that either must not be given away or, if circulated, must eventually return to the giver.

Language Style and Social Space: Stylistic Choice in Surinamese Javanese, by Clare Wollfowitz (University of Illinois Press; 276 pages; \$29.95). Draws links between Surinamese Javanese speakers' stylistic choices in language and their repertoire of different uses for household space.

On the Spanish-Moroccan Frontier: A Study in Ritual, Power, and Ethnicity, by Henk Driessen (Berg Publishers, distributed by St. Martin's Press; 248 pages; \$38). Combines anthropological and historical perspectives in a study of the city of Melilla, a Spanish possession on the coast of eastern Morocco.

Pain as Human Experience: An Anthropological Perspective, by Mary-Jo DelVecchio Good and others (University of California Press; 221 pages; \$35). Uses data from chronic-pain sufferers and pain clinics in the Northeastern United States to explore the gap between pain as a subjective experience and pain as a topic for medical and psychological theorizing.

The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy, by Michael Herzfeld (Berg Publishers, distributed by St. Martin's Press; 217 pages; \$30.50). Focuses on modern Greece in a study of how bureaucratic indifference to the plight of individuals and groups coexists with social values of democracy and egalitarianism.

ARCHAEOLOGY

American Bottom Archaeology: FAI-270 Site Reports, edited by Charles J. Barck and John A. Walthall (University of Illinois Press). Volume 23: *The Sponemann Site: The Formative Emergent Mississippian Sponemann Phase Occupations (11-Ms-517)*, by Andrew C. Porter, Thomas O. Maher, and Joyce A. Williams (384 pages; \$31.95). Reports on the excavation of sites affected by the construction of Interstate Highway 270 on the Mississippi flood plain in Monroe, St. Clair, and Madison Counties, Ill.

Plants and Harappan Subsistence: An Example of Stability and Change from Rajasthan, by Steven A. Weber (Westview Press; 280 pages; \$48). Presents research on the diet and environment of ancient inhabitants of Gujarat, India.

ART AND ARCHITECTURE

Discrimination by Design: A Feminist Critique of the Man-Made Environment, by Leslie Kanes Welsman (University of Illinois Press; 200 pages; \$24.95). Considers spatial aspects of class, racial, and sexual discrimination through a study of the social and architectural histories of the skyscraper, maternity hospital, department store, shopping mall, nuclear-family "dream house," and public-housing high-rise apartment buildings.

A Lark Ascending, Florence Kate Upton, Artist and Illustrator, by Norma S. Davis (Scribner Press; 240 pages; \$27.50). A biography of the American illustrator who lived from 1873 to 1922.

Pluralistic Approaches to Art Criticism, edited by Doug Blandy and Kristin G. Condon (Bowling Green State University Popular Press; 135 pages; \$29.95 hardcover, \$14.95 paperback). Includes original essays on new goals, directions, and applications in academic art criticism.

Taijō's True Views: The Language of Landscape Painting in Eighteenth-Century Japan, by Melinda Takeuchi (Stanford University Press; 230 pages; \$45). Links the life and work of Ite Taijō (1723-1776) to changes in Japanese concepts of the artist and topographical painting.

CLASSICAL STUDIES

The Fables of Phaedrus, translated by P. F. Widdows (University of Texas Press; 170 pages; \$27 hardcover, \$12.95 paperback). Translation of Latin writings by a first-century Macedonian slave freed by the Roman Emperor Augustus.

COMMUNICATIONS

Changing Channels: America in "TV

Guide, by Glenn C. Altschuler and David I. Grossvogel (University of Illinois Press; 232 pages; \$21.95). Traces the nearly 40-year history of the weekly television magazine and describes its forays into social and political issues.

Gender on the Line: Women, the Telephone, and Community Life, by Lann F. Rakow (University of Illinois Press; 184 pages; \$24.95). A study of telephone use among three generations of women in a small Midwestern community.

Media Events: The Live Broadcasting of History, by Daniel Dayan and Elihu Katz (Harvard University Press; 320 pages; \$29.95). Explores the larger cultural significance of live broadcasts of public spectacles from the Olympic Games to Sadat's journey to Jerusalem.

ECONOMICS

Globalizing Research and Development, by Robert D. Pearce and Sander Gilman (St. Martin's Press; 256 pages; \$49.95). Uses data from 300 companies to examine the internationalization of work by multinational enterprises.

NEW SCHOLARLY BOOKS

Continued From Preceding Page
California Press, 385 pages; \$65). Describes painted halls of state as strategic instruments of government and as shapers and reflectors of political ideology; decorated halls discussed are Ambrogio Lorenzetti's Sala dei Nove in Siena; Andrea Mantegna's Camera Picta in Mantua; and Giorgio Vasari's Sala Grande in Florence.

The Deliberations of the Council of Four (March 24-June 28, 1918): Notes of the Official Interpreter, Paul Mantoux, edited and translated by Arthur S. Link with Manfred F. Boemeke (Princeton University Press; the two-volume set has 1,283 pages and costs \$99.50). Annotated translation of the French interpreter's transcriptions of conversations from the Paris Peace Conference meetings of Woodrow Wilson, Georges Clemenceau, David Lloyd George, and Vittorio Orlando.

The French Anarchist Labor Movement and "La Vie Ouvrière," 1909-1914, by Francis Keeley (Peter Lang Publishing; 155 pages; \$36.95). A social history of a bi-weekly journal founded by a small group of anarchist-syndicalists in Paris.

Fritz Pollard: Pioneer in Racial Advancement, by John M. Carroll (University of Illinois Press; 328 pages; \$32.95). A biography of the American football player, coach, and film producer Frederick Douglass (Fritz) Pollard (1894-1985).

In the Floating Army: F. C. Mills on Itinerant Life in California, 1914, by Gregory R. Woiwit (University of Illinois Press; 184 pages; \$24.95). Draws on the journals and reports of a young man who was hired by California's Commission on Immigration and Housing to disguise himself as a hobo and collect information on the lives of itinerant workers.

Kingdom in Crisis: The Zulu Response to the British Invasion of 1879, by John Laband (Manchester University Press; 283 pages; \$39.95). Discusses economic, military, political, and other factors that hindered Zulu efforts to block the British invasion of their southern African kingdom.

Letters from New France: The Upper

Country, 1698-1783, translated and edited by Joseph L. Peyer (University of Illinois Press; 264 pages; \$34.95). Translation of letters from French colonialists in the Great Lakes region. **The "Noel Menace" in Argentina, 1931-1947**, by Ronald C. Newton (Stanford University Press; 540 pages; \$49.50). Challenges previous accounts of the extent of Nazi activities and influence in Argentina, including efforts to influence the country's German-speaking population, government, military, and right wing.

Partisans and Progressives: Private Interest and Public Policy in Illinois, 1870-1922, by Thomas R. Pegram (University of Illinois Press; 312 pages; \$42.50). Discusses bureaucratic and other barriers to Progressive reform efforts in the state.

Reaction and Reform: The Politics of the Conservative Party Under R. B. Bennett, 1927-1938, by Larry A. Glassford (University of Toronto Press; 308 pages; \$45 U.S. hardcover, \$19.95 U.S. paperback). Examines the Depression-era economic policies of Canada's Conservative Party under the leadership of Richard B. Bennett, Prime Minister from 1930 to 1935.

Reconstructing the Ruhr, 1946-1958: Manpower, Economic Recovery, and Labour Relations, by Mark Roseman (Berg Publishers, distributed by St. Martin's Press; 374 pages; \$71.50). Discusses the postwar re-constitution of the work force in the German region's mining industry.

The Rise and Fall of Philanthropy in East Africa: The Asian Contribution, by Robert C. Gregory (Transaction Publishers; 251 pages; \$32.95). Describes the activities of Indian and other South Asian philanthropists in East African countries before the exodus of Asian settlers in the 1960s and '70s.

Social Work and Social Order: The Settlement Movement in Two Industrial Cities, 1889-1930, by Ruth Hutchinson Crocker (University of Illinois Press; 364 pages; \$39.95). Explores issues of ethnicity, gender, and race in a study of the personnel, programs, and social philosophies of seven settlement houses in Gary and Indianapolis, Ind.

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Understanding Conversion, by Karl F. Morrison (University Press of Virginia; 268 pages; \$38.50). A study of 12th-century concepts of the experience of religious conversion; also available is *Conversion and Text: The Cases of Augustine of Hippo, Herman-Judah, and Constantine Tautous* (309 pages; \$35 hardcover, \$14.95 paperback), a companion volume with three case studies of conversion.

Unhappy Valley: Conflict in Kenya and Africa, by Bruce Berman and John Lonsdale (Ohio University Press). *Book One: State and Class* (\$19.95 paperback, 223 pages); *Book Two: Violence and Ethnicity* (\$19.95 paperback, 280 pages). Focuses on the colonial conquest and development of Kenya, the Mau Mau rebellion of 1952-56, and the concepts of wealth, poverty, and civic virtue in Kikuyu political thought; the two books are also available as a single hardcover volume for \$50.

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Bargaining for Life: A Social History of Tuberculosis, 1876-1938, by Barbara Bates (University of Pennsylvania Press; 435 pages; \$45.95 hardcover, \$19.95 paperback). Focuses on Philadelphia and eastern Pennsylvania in a study of the lives and treatment of tubercular patients during the period; draws on the extensive correspondence of Lawrence F. Flick, a physician who was a leader in the national campaign against the disease.

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LAW
From Punishment to Doing Good: Courts and Social Control in Italy, 1880-1940, by Donato C. (University of Toronto Press; 445 U.S. paperback, \$19.95 U.S. paperback). Discusses the form and the origins, legislation, impact of the province's family system.

LIBRARY SCIENCE
The Gospel of Scholarship: Pioneer and a Critique of American Scholarship, Including a Reprint of "Introduction to Library Science" by John V. Richardson, Jr. (Scarecrow Press; 366 pages; \$42.50). A history of the American library school, lived from 1886 to 1933, describes his early support for social methods in library science, transformed into a critique of "ritual" in the field and a search for "spiritual" librarianship.

LITERATURE
The Borders of Nightmares: The Role of John Richardson, by Michael J. (University of Toronto Press; 440 U.S. paperback, \$19.95 U.S. paperback). A critical study of the 19th-century Canadian writer and his novels *Warlock* and *The Canadian Brother* (the latter published as a set of boundaries of the author's literary discourse).

The Choice of Achilles: The Myth of the Hero in the Epic, by Susan Green Wolford (Stanford University Press; 336 pages; \$45). *Book One: Homer's Iliad, Virgil's Aeneid, Spenser's The Faerie Queene* is a study of how epic poems address their expressed moral and political claims.

The Fragrance of Sweet Grass: L. Montgomery's Heron and the Myth of the Hero, by Elizabeth G. Epperly (University of Toronto Press; 275 pages; \$35 U.S.). Argues that Canadian writer worked both within and against the conventions of the romance genre in novels that have found and then fulfill the reader's expectations; focuses on depictions of Anne Shirley, Emily Starr, and other of her heroines.

The Language of the Metaphysical Poets, by Frances Austin (St. Martin's Press; 210 pages; \$35). Examines the language, syntax, and imagery, and versification in the work of the English Metaphysical poets Donne, Herbert, Crashaw, Vaughan, and Traherne.

Language Unbound: On Experimental Writing by Women, by Nancy Cunniff (University of Illinois Press; 192 pages; \$32.50 hardcover, \$12.95 paperback). Focuses on the writers Gertrude Stein, Dorothy Richardson, Virginia Woolf, and Virginia Woolf.

The Poets of the Source: The Poem of Self-Development in the Twentieth Century, by Penny Brown (St. Martin's Press; 269 pages; \$29.95). Discusses the work of Rudyard Kipling, Rosamund Lehmann, May Swenson, Dorothy Richardson, and Virginia Woolf.

Spoon River Anthology: An Annotated Edition, by Edgar Lee Masters, edited by John E. Hallman (University of Illinois Press; 464 pages; \$29.95). A collection of verse epigrams; discusses the book's links to the work of Walt Whitman, Browning, Goethe, Spenser, and other influences.

This Inevitable Riot of the Mind: Johnson's Psychological Theory, by Gloria Spill Gross (University of Pennsylvania Press; 198 pages; \$25.95). Argues that Johnson's theory anticipates the basic premises of Freudian psychoanalysis.

Violence and Difference: The Role of the Other in the Construction of the Self, by J. McKenna (University of

Scholarship

Press; 256 pages; \$39.95 hardcover, \$15.95 paperback). Draws links between the anthropological theory of René Girard and the literary theory of Jacques Derrida.

Yoda's "Vision" Papers, edited by George Mills Harper (University of Iowa Press). *Volume 1: The Automatic Script* (5 November 1917 to 18 June 1918), edited by Steve L. Adams, Barbara J. Frielings, and Sandra L. Sprayberry (565 pages; \$49.95). *Volume 2: The Automatic Script* (25 June 1918 to 29 March 1920), edited by Steve L. Adams, Barbara J. Frielings, and Sandra L. Sprayberry (596 pages; \$49.95). *Volume 3: Sleep and Dream Notebooks* (1 and 2, books), edited by Robert Anthony Martinich and Margaret Mills Harper (444 pages; \$49.95). Annotated edition of automatic writings and other materials used by the Irish poet in the composition of his 1925 spiritualist work *A Vision*; the books are also available as a set for \$135.

PHILOSOPHY
The Community Reconstructed: The Meaning of Pragmatic Social Thought, by James Campbell (University of Illinois Press; 160 pages; \$27.50 hardcover, \$12.95 paperback). Analyzes the work of the philosophers John Dewey, William James, George Herbert Mead, and James Hayden Tufts, as well as their critics.

The Inhuman: Reflections on Time, by Jean-François Lyotard, translated by Geoffrey Bennington and Rachel Bowdler (Stanford University Press; 216 pages; \$37.50 hardcover, \$11.95 paperback). Translation of essays on the transition to postmodernism and other topics by the contemporary French philosopher.

Sharing Without Reasoning: Imperfect Right and the Norms of Reciprocity, by Milud Schumacher (Wilfrid Laurier University Press, distributed by Humanities Press International; 112 pages; \$22.50). Considers the distinction between "perfect" and "imperfect" rights and duties as outlined in legal, philosophical, and religious texts from ancient times to the present.

POLITICAL SCIENCE
Balkan Babel: Politics, Culture, and Religion in Yugoslavia, by Sabrina Petra Ramet (Westview Press; 230 pages; \$44.95). Traces the deterioration of Yugoslavia's social and political order and documents the effects of divisions on all aspects of society from male-female relations to rock music.

Decision Making in the European Community: The Council Presidency and European Integration, by Emil Joseph Kirchner (Manchester University Press, distributed by St. Martin's Press; 175 pages; \$39.95). Discusses the role of the Council President in European integration.

The Dependency Movement: Scholarship and Politics in Development Studies, by Robert A. Packenham (Harvard University Press; 362 pages; \$42.50). Analyzes the history and scholarly impact of dependency theory, an approach in development studies that originated, primarily, among scholars in Latin America.

Local Politics in Rural Malaysia: Patterns of Change in Sungai Raya, by Marvin L. Rogers (Westview Press; 150 pages; \$29.95). A study of economic and political change in villages of the Malaysian region.

The Philippines in Crisis, by W. Scott Thompson (St. Martin's Press; 208 pages; \$39.95). Focuses on the relationship between development and security in a study of the first six years of the government of Corason Aquino.

The Politics of Interest: Interest Groups Transformed, edited by Mark P. Palanca (Westview Press; 421 pages; \$38.50 hardcover, \$19.95 paperback). Includes original essays on the organization, activities, and influence of interest groups in contemporary American politics.

Power in Africa: An Essay in Political Interpretation, by Patrick Chabal (St. Martin's Press; 321 pages; \$29.95). A critical analysis of current approaches in the study of post-colonial African politics.

Reinventing Israel: Defense Procurement Through the 1990s, by Aharon Klieman and Reuben Pedatzur (Westview Press; 257 pages; \$32). An analysis of arms planning and procurement in Israel.

Statecraft: Celebrity Performers and the American Public, by Jib Fowles (Smithsonian Institution Press; 336 pages; \$21.95). Explores the nature of celebrity in American society through discussion of the lives and careers of 100 stars in sports and the performance arts.

PSYCHOLOGY
Criminal Behavior: A Process Psychology Analysis, by Nathaniel J. Pallone and James J. Hennessy (Transaction Publishers; 466 pages; \$34.95). Develops a general model of criminal behavior based on the tenets of social-learning theory, with a focus on the interaction of four "process elements"—inclination, opportunity, expectation of reward, and expectation of punishment.

Freud, Women, and Society, by J. O. Wilson (Transaction Publishers; 149 pages; \$24.95). Offers a reevaluation of Freud's concepts of femininity and masculinity, then combines Freudian and Jungian theory to propose a view of the sexes as androgynous to varying degrees.

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RELIGION
Metaphor and Composition in 1 Peter, by Troy W. Martin (Scholars Press; 396 pages; \$32.95 hardcover, \$21.95 paperback). Identifies the Jewish Diaspora as the leading theme and metaphorical motif in 1 Peter and describes the New Testament book as a journey from their new birth to the return of Jesus Christ.

The Transformation of Judaism from Philosophy to Religion, by Jacob Neusner (University of Illinois Press; 368 pages; \$34.95). Traces changes in the overall character of Judaism from the third to the fifth centuries A.D. **Word and Light: Seeing, Hearing, and Religious Discourse**, by David Childer (University of Illinois Press; 184 pages; \$29.95). Examines the importance of the senses of sight and sound in the writings of Augustine, Arius, Athanasius, Bonaventure, Melancthon, and Philo.

SOCIOLOGY
The Discourse of Race in Modern China, by Frank Dikötter (Stanford University Press; 266 pages; \$29.50). A history and analysis of Chinese attitudes toward other racial groups; includes discussion of the development of a Chinese version of eugenics.

Employing Their Native Small Capital and Rural Industrialization in the Fishing Industry of Nova Scotia, by Richard Apollé and Gene Barrett (University of Toronto Press; 396 pages; \$65 U.S. hardcover, \$24.95 U.S. paperback). Discusses the continued importance of small-scale capital in the province's fishing industry; based on a six-year research project.

Harriet Martineau: First Woman Sociologist, by Susan Hoecker-Drysdale (Berg Publishers, distributed by St. Martin's Press; 300 pages; \$24.50). A biography of the 19th-century English writer and political economist.

Max Weber and the Jewish Question: A Study of the Social Outlook of His Sociology, by Gary A. Abraham (University of Illinois Press; 336 pages; \$34.95). Argues that the German theorist's treatment of Jews, Poles, and Catholics reveals a bias against a pluralistic society, and that this anti-pluralism is apparent in many other areas of his work.

Melancholy and Society, by Wolf Lepenies, translated by Jeremy Gaines and Doris Jones (Harvard University Press; 272 pages; \$39.95). Translation of a German study that views melancholy as a social and cultural phenomenon that has affected particular classes in particular historical periods.

WOMEN'S STUDIES
Contemporary Western European Feminism, by Gisela Kaplan (New York University Press; 340 pages; \$40). Traces the post-World War II history of women's movements in 14 European countries.

The Trial of Woman: Feminism and the Occult Sciences in Victorian Literature and Society, by Diana Hisham (New York University Press; 253 pages; \$37.50). Explores cultural associations that linked discussion of the "Woman Question" in Victorian England to a revival of occultism and to developments in science.

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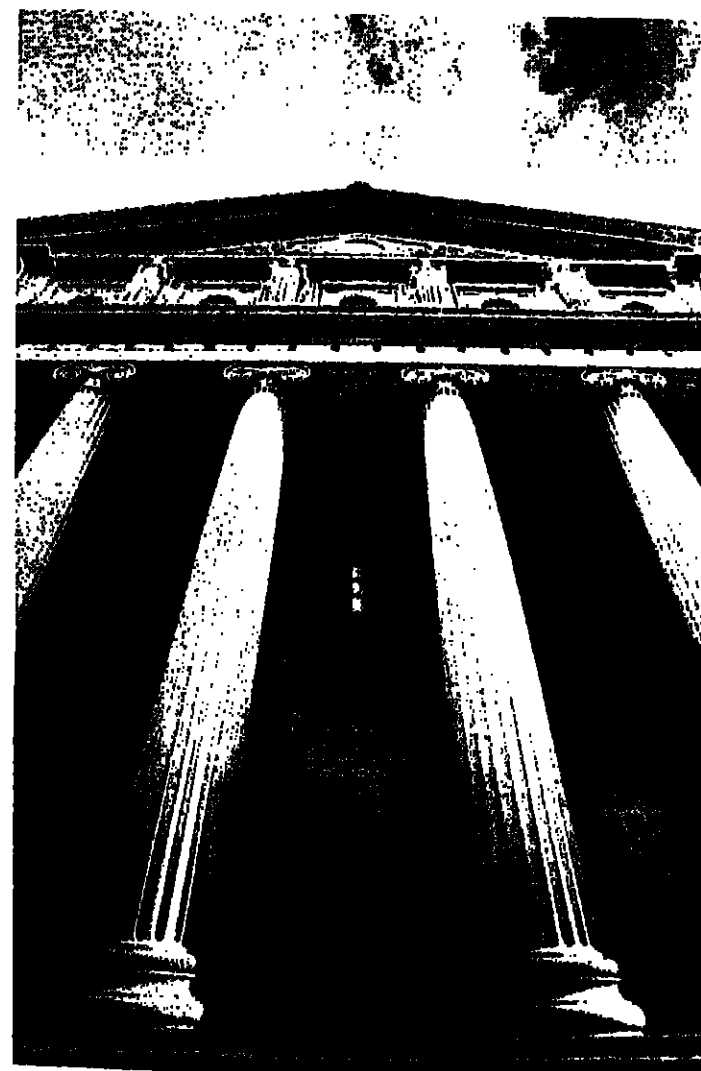
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Single female biologist. Would like to meet science-literate man age 30-45 with good sense of humor and varied interests. Professional interests include transgenic mice and embryology. Enjoys gardening.

The anonymous scientist is among roughly 600 people who are looking for love, or simply a date, through the Science Connection. It's a network created to help science professionals, amateur science enthusiasts, and naturalists meet members of the opposite sex with similar interests.

The year-old network has attracted members from all over the United States and Canada, says Anne B. Lambert, president of the company, which is based in Port Dover, Ontario. She is herself a biologist and single.

Annual membership fees for the network are \$60 in the United States and \$70 in Canada. Participants receive "mini-profiles" of all members of the opposite sex in the network and monthly updates of new members. They can request up to 20 longer biographical profiles of people they'd like to meet.

"We had two members who got married a couple weeks ago, an epidemiologist from California and a psychiatric nurse from Ohio," she says. "We also have an engagement and several serious relationships."

People interested in the network can write to Science Connection at P.O. Box 188, Youngstown, N.Y. 14174-0188; (800) 667-5179.

When the Harvard Law School professor Derrick Bell began his leave of absence in 1990 to protest the school's failure to hire a tenured "woman of color," two researchers decided to find out how difficult a task that is for law schools.

The study, "The Double Minority: Empirical Evidence of a Double Standard in Law School Hiring of Minority Women," concluded that "law schools, especially the most prestigious ones, could hire more minority women if they were willing to hire those women on the same basis that they hire minority men."

The 110-page study, to be published by the Southern California Law Review, was conducted by Deborah J. Merritt, a University of Illinois law professor, and Barbara F. Reskin, an Ohio State University sociology professor. It looked at 1,105 professors who took tenure-track positions at law schools from 1986 to 1991. Of the minority professors, 97 were men and 84 were women. The study compared their credentials, work experience, and family obligations.

Despite similarities in those areas, it found that minority women were more likely than minority men to be hired at less prestigious law schools and to be awarded lower academic ranks. Nearly half of minority women started in non-tenure-track posts, compared with 29 per cent of the men.

Personal & Professional



Bogden Denitch, a sociologist: "Why is the left so miserably weak in the largest industrial society in the world? We do not know how to organize ourselves out of a paper bag."

Down but Not Out, Socialist Scholars Gather to Redefine Political and Academic Assumptions in Post-Soviet Era

By CAROLYN J. MOONEY

NEW YORK

For anyone wondering about the vigor of socialist academics in a post-Soviet world, the 10th annual Socialist Scholars Conference would have erased most doubts.

Judging by the heavy turnout, socialist values are far from dead in the academy. However, many scholars said they were re-examining certain political assumptions and qualifying their use of the labels "Marxist" and "socialist" in light of the collapse of governments in Eastern Europe and the former Soviet Union.

Defining a political vision that would be more responsive to women and minority-group members was another central theme of the conference, held last month at the City University of New York's Borough of Manhattan Community College.

Some academics came to the conference as individuals with socialist political views. Others came as scholars whose work in sociology or literature or economics was influenced by Marx's theories of class differences. And many came as both.

'Suffering a Theoretical Crisis'

To some, the mood here was somber; to others, it was more upbeat than it had been since 1990. As they were on many issues, conferees were split over how much credibility socialists had lost because of the recent failures of numerous socialist governments.

Non-academics, particularly those in conservative circles, like to quip that the

only socialists left in the world are at American universities. But a common argument among scholars here was that the socialist models operating in China, Cuba, and, until recently, Eastern Europe and the Soviet Union were undemocratic "caricatures" of socialism.

Perhaps so, but that was socialism as the world knew it, argued Stanley Aronowitz, professor of sociology and director of

cultural studies at the CUNY Graduate Center. Scholars who refused to recognize a link between their own socialist ideals and the failures of "really existing socialism" were being defensive and naïve, he said.

"We are suffering a theoretical crisis as well as a political crisis," he told his colleagues. "Those of us who call ourselves socialists do not know what an alternative is."

Continued on Following Page

Teacher-Education Programs Debate the Need for Accrediting Agency's Stamp of Approval

By JULIE L. NICKLIN

Debates continue to swirl around the National Council for Accreditation of Teacher Education over whether the value of national certification outweighs the cost and time involved.

In recent months, some institutions have dropped or questioned the accrediting council's stamp of approval:

■ The Universities of Iowa and Northern Iowa and Drake and Iowa State Universities pulled out in March, charging that the standards were too prescriptive and the process too costly.

■ The University of Arizona and Arizona State and Northern Arizona Universities, citing similar reasons, decided to drop out in the last two months.

■ The West Virginia Department of Education in November reversed its policy requiring teacher-training programs to be

approved by the council. The department, which says some standards didn't match the needs of the state's schoolchildren, plans to create its own accreditation process.

■ The Council of Independent Colleges is considering whether a separate accreditation for programs at small liberal-arts colleges is needed. Some feel the accrediting council's standards are skewed toward large research universities.

■ The American Association of Colleges for Teacher Education, which helped create the council in 1954 but remains separate from it, decided in February to conduct a year-long study of the council. Among other concerns, some AACTE members say their programs are already subject to evaluation by state groups and others.

The Washington-based accrediting

Continued on Page A22

HEAVY TURNOVER

Faculty and Student Unrest Flares at Savannah Art College

By SCOTT HELLER

A disputed drive to create a student government at the Savannah College of Art and Design has unearthed simmering unrest among professors and students about conditions at the art school, one of the nation's largest.

At least eight students have been barred from registering for classes, pending the investigation of an April 6 explosion near the administration building. The students said they believed their records were being held up in retaliation for the student-government campaign. Several faculty members said the administration's tactics were typical at the 13-year-old private institution, where professors have one-year contracts and can be dismissed without explanation.

"The faculty is overwhelmingly discontented here," said Paul Marquardt, professor of computer art. "But they feel so intimidated and reliant on their paychecks that people are unwilling to speak unless there's a significant number of them."

He is one of 18 faculty members organizing an open meeting on faculty governance this week.

'Either You're Loyal or a Traitor'

Savannah College of Art and Design was founded in 1979 by President Richard G. Rowan and his wife, Paula, who now serves as provost. Notable in Savannah for its preservation efforts in the city's historic district, it was accredited by the Southern Association of Colleges and Schools in 1983.

Mr. Rowan and Mrs. Rowan did not return telephone calls to discuss the campus climate. In a statement, Mr. Rowan said the college had "exercised extreme leniency" toward the students, who he said had violated college policy by blocking access to a meeting held inside a campus building.

The college's student body and facilities have grown exponentially since its founding. Last fall, 2,200 students were enrolled in programs in architecture, fine and graphic arts, and video production, and the college had 110 full-time professors. In 1979, the college had 71 students and eight professors.

Professors are well paid, but turnover has been heavy. Faculty members typically teach four classes a quarter. They are required to be heavily involved in student recruiting, fund raising, and publicity.

President Rowan conducted interviews for 30 faculty positions at this year's College Art Association meeting. He said the college hired 25 new faculty members two years ago and 26 the year before that.

Ron Chandonia came to Savannah last year after teaching for 17 years at a two-year college in Atlanta. He said he was struck by the tone at his first faculty meeting, conducted by Mrs. Rowan. "It was made clear to us that either you're loyal or a traitor," he said.

At an emergency faculty meeting, held as students stepped up their push for a government, Mrs. Rowan asked faculty members to give students extra assignments.

Professors who have spoken out are relatively new at Savannah. Their complaints are echoed by professors who have resigned or been dismissed. Several long-time faculty members still at Savannah, who did not want to be named, said professors were under pressure to conform or risk their jobs.

Two current department chairmen spoke in defense of the college, which they said had an excellent working environment. "I've found it a wonderful place to work," said Hank Stenbridge, chairman of the inter-



Students gather to vote on the creation of a student government at the Savannah College of Art and Design.

rior-design department. John Drop, chairman of the video department, said that critical faculty members were "manipulating students with their own agenda." He said department heads supported the student-government effort.

Nonetheless, the campus climate has drawn the attention of the American Association of University Professors.

Lesley Lee Francis, associate secretary of the AAUP, said that for two years her office had received complaints about how professors are hired and fired. "The faculty comes across to me as being genuinely frightened if they stay there," she said.

Explosion Is Investigated

The drive for a student government has become a flashpoint on the usually placid campus. Administrators first opposed the effort, arguing that student-club leaders already met as a council. But last month administrators said they would have a proposed constitution reviewed by faculty and student committees and the university's lawyer.

As debate over the constitution grew more rancorous last month, a small explosive device went off outside the administration building. The Bureau of Alcohol, Tobacco, and Firearms is investigating the explosion, which caused no injuries.

In late April, leaders of the government drive received letters from Nancy H. Weber, executive vice-president of the college, telling them that their applications for registration were being held pending the investigation of the incident. Ms. Weber did not return phone calls.

A spokeswoman for the alcohol and firearms bureau said it had not told the college whether certain students were suspects.

"It's blatant retribution," said Rick Averitt, a photography major at the college.

Pamela Afifi, Mrs. Rowan's sister and the director of communications, said Savannah had the right to deny certain students enrollment. "Most private colleges agree that enrollment is a privilege," she said. "Students have every freedom in the world, and they have the ultimate freedom: If they're not happy here they can go somewhere else."

Personal & Professional

Socialists Gather to Redefine Politics in Post-Soviet World

Continued From Preceding Page

Mr. Aronowitz, who stopped describing himself as a Marxist in the 1970's, only recently discarded the socialist label. He calls himself "radical democrat" who is influenced by—but critical of—Marx.

"I think a lot of people here feel beaten up," he said later. "But they're not defeated."

'Mao More Than Ever'

That was apparent. About 250 scholars and political activists attended the conference—slightly more than last year. Every brand of socialist politics was represented.

There were old-school leftists from the 1930's who griped that today's Marxists no longer studied Marx. There were Vietnam-era leftists.

There were multicultural leftists, feminist leftists, gay and lesbian leftists, abortion-rights leftists, environmental leftists, Trotskyist leftists, Social-Democratic leftists, and, according to some conferees who used the term to describe others, "Stalinist" leftists.

"It's the most democratic conference I've ever been to," said Joseph S. Murphy, a political scientist at the graduate center and former CUNY chancellor who attended every year. "Anyone can go."

And did go, it seemed. In the main entrance hall of a building that lay in the shadow of the World Trade Center, dozens of activist groups and publishers had set up tables. Conferees could buy books, sign petitions, pick up literature on the plight of American auto workers, and, depending on one's politics, defend or condemn the tactics of the Peruvian Maoist group called Shining Path. One table was hawkling "Mao more than ever" T-shirts. At another, posters of the Latin American revolutionary Che Guevara were \$1—"free if you're broke," a sign stated. A few held two \$1 bills.

Conferees could choose from plenary sessions organized by such groups as the Radical Philosophy Association and the Revolutionary Sisters of Color, or by scholars who simply wanted to analyze health care or unions.

The conference program stated that organizers discouraged all-white or all-male panels. Otherwise, they imposed no restriction. Citing the importance of free speech, they allow virtually any group to hold one session. Thus the presence, explained one conferee who did not want to be named, of "fringe" activists who offered unqualified praise for the Cuban leader Fidel Castro. "A Stalinist nightmare," the conferee muttered.

Foreign Students Win 38% of Science, Engineering Ph.D's

WASHINGTON

Continuing a decade-long upward trend, foreign students earned 38 per cent of a record 24,000 science and engineering doctorates awarded by American universities in 1991. In 1981 foreign students earned 22 per cent of the nearly 18,000 Ph.D.'s awarded.

The figures are from an annual survey conducted by the National Research Council for the National Science Foundation and four other agencies.

The NSF released preliminary data last week on the proportion of foreign students earning doctorates in engineering and science. A report with statistics on doctoral recipients in all fields is forthcoming.

The number of science and engineering doctorates earned by American students was about the same as the 1990 level—13,618.

The survey shows that the percentage of foreign doctorates increased most in the fields of computer sciences, mathematics, and physics. They earned 51 per cent of all computer-science degrees in 1991, up from 26 per cent in 1981, and 35 per cent of math doctorates, up from 32 per cent. The number of Asian students earning doctorates from American universities increased the most, to 3,764 last year from 1,196 in 1981. Chinese and Koreans registered the biggest gains. —COURTNEY LEATHERMAN

Ambiguous Labels

An earlier series of socialist scholars' conferences began in the 1960's, but folded. The meeting was reconstituted in 1982, on the 100th anniversary of Marx's death. The labels "socialist" and "Marxist" have always been somewhat ambiguous in academic

Personal & Professional

They mean different things to different people, and that proved to be the case here as well. But while the conferees were a diverse lot—so diverse that U.S. Rep. Bernard Sanders, a self-described democratic socialist from Vermont, warned them not to let their differences divide them—a mainstream view was apparent among academics. Many said they were "democratic socialists" in the Western European tradition who sought reforms within a market economy.

'Nobody Wants State Farms'

For example, they favored a national health-care system, a more environmentally responsible corporate sector, and a more equitable tax system. "None of the above" was a popular choice for President, but many conceded they would support the Democrat.

Few academics were calling for a Bolshevik-style revolution. As Mr. Aronowitz put it, "Nobody wants state farms in the United States."

He said he reached that conclusion years ago. But other academics here admitted, sometimes sadly, that they had held out hope until only recently that socialism would work somewhere in the world.

"We wanted to believe in it," said Lynne Beliaief, a retired philosophy professor at CUNY's College of Staten Island. "Now we're trying to find out why it didn't work."

She said her hopes for China were dashed during a visit several years ago. "I was riding around on my bicycle, watching poor people. I wondered, Why would they want to be socialists? They're still trying to get enough to eat."

Some critics aren't sure why ac-

ademics would want to be socialists, either, and question whether such scholars can avoid becoming ideologues. Among them is Eugene Genovese, who teaches history at four institutions affiliated with the University Center in Georgia. A Marxist himself until recently, "I don't have much use for people who go on believing in something after the evidence shows they were wrong," he said in a telephone interview. "Like many people, I long believed the socialist countries would evolve into democratic political regimes that respected individual freedom. But I no longer see any possibility for socialism."

Many speakers suggested that future leftist movements would be organized around race and gender as well as class. That was some-

thing Marx did not foresee, said Frances Fox Piven, a political scientist at the CUNY graduate center.

"Does identity politics supersede class politics? In a way it does," she told a large crowd.

In an interview, she said that as the Marxist tradition has broadened in recent years, "new currents in the tradition are challenging the old-guard Marxists."

Bogden Denitch, the conference chairman and a sociologist who is also at the CUNY graduate center, alluded to that fragmentation. He urged his colleagues to study the failures of the U.S. left as well as the failures of capitalism. He noted that the left in Western Europe had been more successful. "Why is the left so miserably weak in the largest industrial society in the world?"

We do not know how to organize ourselves out of a paper bag."

At another session, several scholars were actually discussing the work of Karl Marx. The topic was the relevancy of his theories 125 years after the first volume of *Capital* was published. Held in a classroom, the session was originally to be given a larger lecture hall, but switched locations with a feminist panel because there was so much interest in the latter.

'Marx Is Relevant'

That conferees seemed more interested in feminism was not a reflection of Marx's relevancy, said Anwar M. Shaikh, a Marxist economist at the New School for Social Research, who spoke on *Capital*. "Marx is relevant because capital-

ism is relevant," he said. "Nobody has ever given a more penetrating analysis of capitalism."

Later, he said he had sensed "a tremendous energy" here. "What drives socialism is a hope that people's lives will improve," he said.

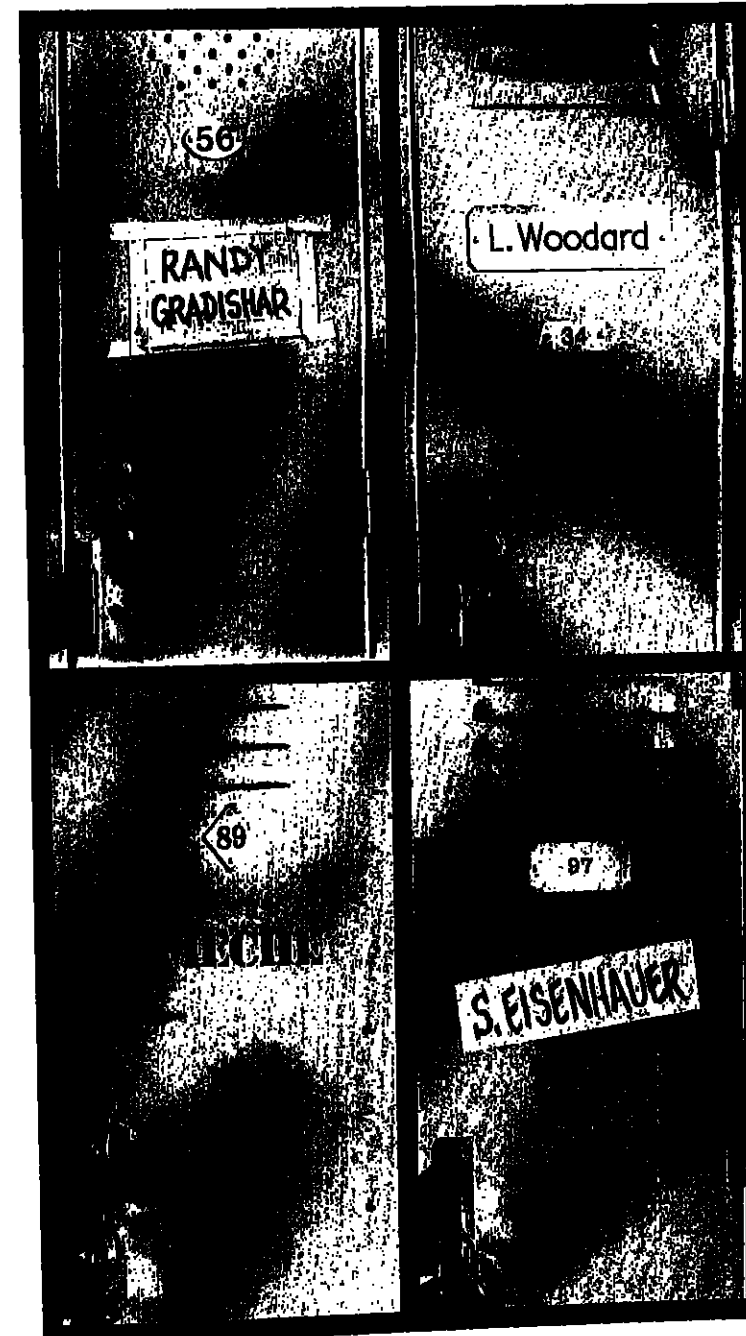
It was a theme echoed by other conferees, including Betty Enfield, a self-described political poet who recited, impromptu, a poem:

*Rich men have no compassion.
When properly attired
It's simply not required.*

It was dedicated, Ms. Enfield said, to "Reagan and Bush and others who look good on the outside but have nothing inside."

"These people have certain hopes," she said, gesturing to the conferees milling about. "Otherwise they wouldn't be here."

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GTE

THE POWER IS ON

Teacher Educators Debate the Need for Accrediting Agency's Approval

Continued From Page A19

council seeks to improve education by insuring that teacher-training programs meet a set of common standards. About 500 of the nation's 1,200 programs participate in the review.

Educators, state officials, and accreditors are split on a number of contentious questions, making teacher education an active battlefield in academe's war on specialized accrediting agencies (*The Chronicle*, September 18, 1991).

Among the questions: Do the council's standards really insure that better teachers are trained? Is the cost of the accreditation process excessive? Can one set of stan-

dards be applied to all institutions? And does accreditation status really make a difference?

The council says the image of the teaching profession can be polished only when most—if not all—programs go through its review.

18 Tougher Standards

"If we are ever going to upgrade the image of teachers and teacher education, it is highly unlikely we'll do that by skipping accreditation," says the council's president, Arthur E. Wise.

In 1988, the accrediting council put into effect 18 new, tougher standards for teacher training. Some colleges, however, say the

standards are unclear and should not be applied to all institutions in the same way. Small colleges, for example, can't expect professors to fulfill research requirements by writing scholarly articles as a large, research university would, teacher educators say.

Others say the standards don't go far enough to prepare teachers to deal with issues like racial diversity and bilingual education.

"The standards represent minimal standards," says Norone F. Daly, dean of Iowa State's College of Education. "The process for accrediting teacher-education programs should be rigorous. It should be one with integrity. It should be

one that commands the respect of the entire teacher-education profession. NCATE, at this point, is not that system." Ms. Daly told the council this spring that she would no longer participate as an evaluator on its accreditation teams.

Council officials dismiss the criticisms. They say a panel of educators developed the standards to meet the changing needs of the nation's schools.

"These standards were not invented in a vacuum," says Mr. Wise. "If you're trying to wiggle out from under them, you're going to say they are lousy standards."

Statistics show that the standards are rigorous, council officials

Personal & Professional

say. Of the 259 programs reviewed by the council under its new standards, 70 per cent were accredited and 9 per cent were accredited with stipulations. The remaining 21 per cent were denied accreditation.

'A Much Stronger Program'

In May 1989, Concord College failed to meet six of the criteria, including those dealing with curriculum design, faculty development, and workloads. Concord made improvements based on the suggestions of the council and educators outside the campus. Last fall, Concord earned its accreditation.

"We believe in these standards," says John P. Carrier, Concord's vice-president and academic dean. "We have a much stronger program as a result."

Concord has joined other institutions in West Virginia that are fighting the state's decision to no longer require accreditation by the council.

Some colleges say the process is saved by avoiding the accreditation process—which for many begins years before the evaluation visit—could be better spent. Several colleges estimate the cost to \$300,000. The amount includes council membership fees, by spent by professors in meetings, writing reports, the cost of materials, and visiting evaluators' travel, lodging, and food expenses.

Estimate Called 'Ridiculous'

"When you are talking \$300,000 for an accreditation, that can save a program or a faculty position," says Margaret A. Hatcher, executive director of Northern Arizona's Center for Excellence in Education.

Mr. Wise calls that estimate "ridiculous." He says colleges shouldn't have to spend much extra time and expense to prove quality. "The evidence should be pre-existing documents if they've been doing business the right way," Mr. Wise says.

Some colleges feel the process already receive enough scrutiny. Most states approve the programs and special groups evaluate subject areas. Prospective teachers often must pass tests before licensing.

"The quality of the program really boils down to, How well do we prepare our teachers for the school?" says Northern Arizona's Ms. Hatcher. "NCATE becomes a nice, prestigious thing to have, and that's about all."

The University of Michigan at Ann Arbor says its decision to drop out of the council last year has not hurt its program or its graduates' ability to find jobs.

But to others the accrediting council's seal of approval means quality. In the past few years, 34 colleges have signed up for the council's review. The American Federation of Teachers supports its new standards. The National School Boards Association follows its accreditation decisions. And Florida conducts joint program reviews with the council.

Says Keith Geiger, president of the National Education Association and chairman of the accrediting council's Executive Board: "We can't improve education if programs can jump out of one accrediting body if they don't like it and into another."

The Minnesota Supercomputer Center will not have to make its financial records public just yet.

The state's Legislative Audit Commission, which had recommended that the state auditor examine the center's expenditures, decided last week to settle for a report on the University of Minnesota's role in establishing the quasi-public entity. However, the commission indicated that it would reconsider the financial issue when it received the report.

The supercomputer center's finances came to the attention of state legislators earlier this year when the university's Board of Regents signed a \$32-million contract with the center. Under that contract, the university agreed to purchase \$8-million worth of computing time for each of the next four years.

State legislators and center representatives have never agreed on a way to monitor the center's expenditures. Legislators have claimed that they should know how the money is spent, since public funds are involved. Center representatives have maintained that finances are a private matter, since the center serves corporate clients in addition to the university.

A sociologist at Cornell University has developed a computer program that measures the complexity of materials written in English.

The program, called "QLEX," takes text from English-language newspapers as a standard. The standard has a rating of 0.0. The program's basic vocabulary includes 10,000 common English words, or 90 per cent of all words in 55 newspapers published around the world. To measure complexity, "QLEX" compares the frequency of those 10,000 words with other words in material scanned into the computer.

Articles in science journals use the most complex language, according to Donald P. Hayes, a professor of sociology, who has spent the last 12 years developing the program. What's more, he says, a comparison of those journals over time indicates that articles are becoming increasingly difficult to understand, even for researchers who know the jargon.

Mr. Hayes says the highest rating for difficulty—+55.5—is held by an article in *Nature*, called "Histochemical localization of 17beta-Oestradiol dehydrogenases: Implications for the transhydrogenase reaction."

First-grade reading books are at the low end of the scale, with a rating of -58.6, according to Mr. Hayes, while the Internal Revenue Service's instructions for completing Form 1040 occupy the middle ground, with a readable +0.2.

Mr. Hayes reported on his computer program in the April 30 issue of *Nature*. "QLEX" gave his commentary a rating of +2.6.

Information Technology



Georgetown's Robert L. Oakley: "The initial inclination of data-base publishers has been to stake out the maximum territory and charge the maximum price."

Critics of Copyright Law Seek New Ways to Prevent Unauthorized Use of Computerized Information

By DAVID L. WILSON

Many long-time critics of the existing copyright law no longer insist that it must be dramatically altered to protect information available on computers from unauthorized distribution. Instead, they are devising new ways to address their concerns, including agreements between buyers and sellers, that some people worry may restrict access to certain users.

Dramatic advances in computer technology have given researchers the ability to duplicate and transmit books, journals, and data bases, quickly and inexpensively. Over the last several years, those capabilities led to a movement to revise the nation's copyright regulations, with leaders arguing that laws fundamentally based on print technology were unworkable in the electronic arena.

Rewriting the copyright law would be critical, so scholars could take full advantage of the power of information technology, they said. Without protection, publishers and authors would not entrust their products to a medium capable of flooding a market with exact duplicates of their work without proper compensation. The absence of such protection is one of the reasons that information thus far available on line is limited or of poor quality, some say.

New Contractual Arrangements

In recent months, however, many of the leaders of the copyright-reform movement have come up with alternatives to revising the law.

To make the current system workable, they hope to develop new forms of contractual arrangements, new entities that act as intermediaries between buyers and

sellers of information, and new technologies.

"A year ago it seemed to me virtually inconceivable that present copyright law could effectively adapt to meet the needs of the electronic environment," says Steven W. Gilbert, vice-president of EDUCOM, a higher-education consortium dealing with computer issues. "Then I discovered how difficult it would be to change the law."

"A year ago it seemed to me virtually inconceivable that present copyright law could effectively adapt to meet the needs of the electronic environment."

and how strong the opposition was. Most important of all, I discovered that some things are happening that may make it possible for the present system of copyright law to function."

Groups studying the problems of copyright in the electronic age include the Coalition for Networked Information, sponsored by the Association of Research Libraries, EDUCOM, and CAUSE. The latter is an association for the management of information technology in higher education.

The coalition is putting together a set of guidelines for contracts between buyers and sellers of information. The Copyright Clearance Center, a non-profit organization that represents the publishing indus-

try, has started several test projects exploring how such contracts will actually work in the marketplace. The Corporation for National Research Initiatives, a private communications-research center, proposes to solve copyright problems with electronic systems on computer networks that would keep track of how much money is owed to whom under the copyright laws.

The past year has brought about tremendous changes in the tight-knit community exploring such issues, says John R. Garrett, director of information resources at the Corporation for National Research Initiatives. "The tone is a lot less confrontational than it was just a little while ago," says Mr. Garrett, who was employed by the Copyright Clearance Center until last year. "Users want rapid and convenient access to information, and rights holders want revenue for the products that they own. There is a broad consensus that all those goals can be met, and the rights and needs of each group protected."

Explaining the Lack of Venom

Paul Evan Peters, director of the Coalition for Networked Information, says the explanation for the recent lack of venom among those with sometimes competing interests—publishers, libraries, scholars, artists, and authors—is simple: Everyone knows that the copyright law will not be altered in any significant way anytime soon. "If copyright law needs to be changed, we don't know how it needs to be changed. Even if we came up with an alternative to existing copyright law, we couldn't get the policy makers to change it in the current political climate, where oth-

Continued on Following Page

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The Learning Society:
It's Noon in AmericaBy Bernard R. Gifford, PhD
Apple Computer, Inc.

I chuckled over a newspaper story the other day that mentioned Peter McWilliams, author of the *Personal Computer Handbook*. It seems that he had given a VCR to his mother, and had asked her to tape various broadcasts for him while he was out of town. Peter later discovered that his mother had never figured out how to program the VCR. She knew how to record a show only while it was on the air. Too embarrassed to admit her problem, she was taking time off from work and setting alarms to rouse herself at night to record the shows on her son's list.

I have a message for Peter's mother: Take heart, Mrs. McWilliams. You're not alone. Three out of four American homes now boast VCRs, but most of these machines are so hard to fathom that we don't even bother setting their clocks. We live in a world where the flashing clock tells us, over and over, that it's 12:00 12:00 12:00. Back in 1980, presidential candidate Ronald Reagan proclaimed: "It's morning in America." Today it is perpetually noon.

It's not just VCRs that give us trouble. *Wall Street Journal* columnist Walter Mossberg recently sent this comforting message to self-castigating computer users: "Personal computers are just too hard to use, and it isn't your fault."

You shouldn't have to attend classes or study manuals to use machines that are supposed to save you time and energy. As Mossberg points out, there are no user groups for owners of toaster ovens.

How has the consumer electronics industry managed to baffle its customers? According to *Business Week*, the microchip has turned the economics of design upside-down, allowing designers to add a multitude of features to a machine without significantly raising its price. The chip that was designed to perform a single basic function can frequently be made to do 2, 3, 4, or 50 operations at negligible cost—so why not pile on the features?

Why not? Because we're all frustrated by overloaded gadgets that we can't figure out and don't use.

I'm happy to say that Walter Mossberg's column singled out the Apple Macintosh as a friendly, easy-to-learn computer. And it's true that Apple has made a crucial investment in "human-interface design"—the science of making machines work for real people. But we can do a lot more.

Some marvelous educational software has been developed in recent years. And computers have become more affordable. Nevertheless, a study by the Federal Office of Technology Assessment says that not all American students use computers. And those who do spend an average of only 4 percent of their instructional time using the machines.

Personal computers will remain the "4 percent solution" until we make them even more intuitive. Fortunately, that day is fast approaching. Engineers are hard at work, for example, designing efficient, cost-effective personal computers that will recognize and respond to your voice and your handwriting.

Another exciting breakthrough is digitized video. Today teachers can present material in a variety of media by connecting personal computers to videodisc players, televisions, and other equipment. My recent column on multimedia AIDS education described a program of this kind, which combined text and graphics, video clips, still photographs, music, and animation.

Tomorrow—and by that I mean not the next century, but the next year or two—educational technologists will take a giant step forward by introducing courseware that records video electronically rather than mechanically.

It may not sound like a big difference—but it's actually all the difference in the world. When you record video mechanically, you can access only what's on the videodisc. You can move forward or backward, playing video clips or sound bites in whatever sequence best suits your purpose. But you can't change, augment, or update the material. You can't store it directly in the computer. And you can't distribute it to individual users over computer networks. From a teacher's perspective, those are serious limitations.

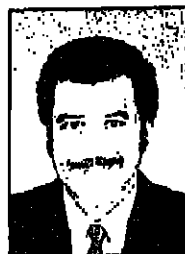
Technological breakthroughs are changing all that. We now have practical ways to encode (or digitize) full-motion video, including color and sound, into information bits that can be stored in computer files.

In this way, we can store great quantities of material—in a variety of media—electronically rather than mechanically. We can leapfrog right over multimedia setups that require a great deal of expensive, hard-to-operate paraphernalia. Hardware costs shrink significantly. And the sticky problem of standardization—of knowing which videodisc player to buy—simply goes away.

When we digitize multimedia presentations, we are able to access and retrieve information at will, presenting material in whatever sequence we choose. But we will also be able to revise or update the material, based on changing realities, changing curricular goals, and students' changing needs.

We will be able to produce courseware that is truly responsive to students' learning styles. And perhaps most important, we will be able to deliver multimedia programs in a format so simple and intuitive that teachers and students will actually use them.

In my next column, I'll talk about what happens when we use digitized video with a network of computers. And I'll offer examples of how this sophisticated technology can actually make educational computing friendlier and less intimidating.

New Ways Sought
to Protect Data
in Electronic Form

Continued From Preceding Page
er public-policy issues are clamoring for attention," he says. "We're trying to see how much we can gain with an engagement strategy rather than an opposition strategy."

The group led by Mr. Peters is studying how some corporate and educational institutions have successfully signed contracts with publishers that allow for the use of valuable material on electronic networks. Usually, says Mr. Peters, those contracts involve making a data base available on an internal computer network, with restrictions on how many people can have access to the information.

Grave Dangers Seen

Such contracts protect the publisher from widespread duplication of the data, which presumably would lead to a drop in sales to other markets, and allow the institution to use the power and efficiency of computers to make more effective use of the information.

Some people, however, see grave dangers in the contracts. They worry that the new approach has the potential to restrict access to electronic information, changing the nature of scholarly research and the role of campus libraries in their surrounding communities.

Duane E. Webster, executive director of the Association of Research Libraries, says that, traditionally, scholars from other institutions and the general public have had free access to a college's library materials. Under a contract with publishers for electronic materials, some of the most important, valuable, and useful information in the library is loaded on a computer network and can be seen only by those associated with the institution that holds the contract.

Mr. Webster believes flaws still exist in the current copyright law, which must be corrected. But without those corrections, he admits, contracts will become more widespread. That is why he is supporting the coalition—made up of librarians, publishers, and educators—in the development of a set of guidelines for such licensing agreements, which will take into account the needs of the individual user as well as those of academe. "We have embraced the inevitable," he says.

He is clearly unhappy, however, about the course that events have forced him to take. "There is a very real potential that the principles that are at the heart of our society and the academic enterprise will be overcome by economic interests," he says.

He is clearly unhappy, however, about the course that events have forced him to take. "There is a very real potential that the principles that are at the heart of our society and the academic enterprise will be overcome by economic interests," he says.

Publishers Restrict Access

Robert L. Oakley, director of Georgetown University's Edward Bennett Williams Law Library, says such scenarios are being played out today. His library signed a contract with a publisher (that he will not name) to make a data base available on the university's computer network. Under the contract, the university could make the data base available only



Duane E. Webster, executive director of the Association of Research Libraries: "We have embraced the inevitable."

to Georgetown faculty and staff members and students. As a result, says Mr. Oakley, the data base cannot be tapped by neighboring colleges or by people who live near the university, unlike other data bases in Georgetown's system.

"I understand why they did that. They were afraid that if every law school in the city could basically get free access to the data base by calling my phone number, the publisher wouldn't sell any more," says Mr. Oakley.

But, Mr. Oakley says, the publisher's attitude may be changing.

"Users want rapid and convenient access to information, and rights holders want revenue for the products that they own."

He notes that a recent letter from the publisher "basically says we can make it available to anybody."

Mr. Oakley says the change of heart on the part of the publisher is because the economics of such transactions and the impact that electronic media will have on other aspects of a publisher's offerings are largely unknown. The publisher now clearly suspects that a less restrictive contract will not lead to a significant loss of business. "The situation is still very fluid," he says.

Pricing strategies for such products vary widely and can change quickly, he says, because economic theories have not caught up with the technology. "I buy a book, I have a book, I can loan it to a person, one at a time," he says. "I buy a data base, I load it onto my computer, and as many people who can use that computer at one time can use that data base. When you sell

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TECHNOLOGY UPDATE

- A singing 'Pavarobotti' teaches the physics of human speech
- Scientists use supercomputers to try to predict the weather
- Data base lists continuing-education and training programs

A researcher at the University of Iowa is using a singing machine, dubbed "Pavarobotti," to study and teach the physics of human speech.

Ingo R. Titze, director of the National Center for Voice and Speech, created the machine—basically a mannequin filled with hardware, dressed in a tuxedo, with a computer monitor for a head.

An animated image of the tenor Luciano Pavarotti appears on the computer screen. The image's movements are projected on the screen by a Macintosh computer, which synchronizes the movements with a synthesized voice.

The voice itself, created by computer, is a result of Mr. Titze's research into the physics of human sound. The synthesized voice is based on physical models of lung pressure, air flow, tissue vibration, and wave propagation.

"We're interested in informing people about the importance of their voice and how to maintain vocal health," Mr. Titze says.

Pavarobotti interests people in the topic, he says. "There's a lot of talk in universities about lungs and kidneys and hearts and such," he adds. "If you have a gimmick to get people excited from an entertainment point of view, then you have a chance to tell them something about the real system."

For more information, contact Mr. Titze, Speech and Hearing Center, Room 220, University of Iowa, Iowa City 52242; (319) 335-6600; TITZE@SHC.UOWA.EDU.

—DAVID L. WILSON

Scientists at Florida State University are using supercomputers to develop improved models for weather forecasting. The best estimates of weather around the planet are accurate only within a five-day period. Michael Navon, a mathematics professor, says the new model should improve the forecasts significantly, although theory holds that weather cannot be predicted with any accuracy beyond about two weeks.

Mr. Navon expects the model to be more accurate because it can accept much more data than existing models. The model must be used on supercomputers, which operate very quickly, to process all the data in a reasonable time.

The Florida State scientists are collaborating on the project with the National Meteorological Center and the National Air and Space Administration's Goddard Space Flight Center.

For more information, contact Mr. Navon, Department of Mathematics, Room 111, Love Building, Florida State University, Tallahassee, Fla. 32306; (904) 644-6560; NAVON@SCRI.SCRI.FSU.EDU.

—D.L.W.

Institutions that want to publicize their continuing-education and training programs nationally can list them on a computer data base maintained by the National Distance Learning Center. Other institutions looking for such programs can search the same data base. The service is free.

The data base contains information on programs from almost 60 different sources, including the Agricultural Satellite Network, the Black College Satellite Network, the Community College Satellite

Network, the Department of Education, and the National Park Service.

The system now includes 2,400 credit and non-credit programs, teleconferences, and seminars in 90 different areas offered by satellite, videotape, and other media. Fifty to a hundred new programs are added each week.

"Essentially, this is a big on-line catalogue system for distance education," says Jeff Sun, executive

director of the center at Owensboro Community College in Kentucky. "Listings come from at least 50 different catalogues."

Users with any kind of computer and modem can gain access to the system. They can browse through the data base or use key words to search by subject, Mr. Sun says. They can also search by the name of a specific institution.

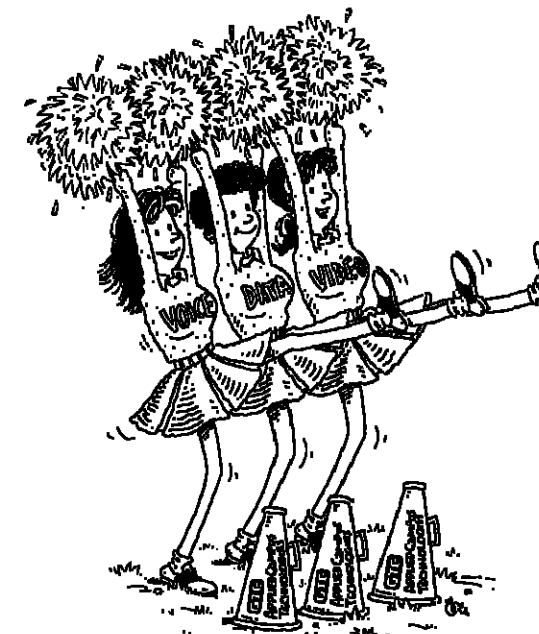
Mr. Sun says the center, which was established last August, gets between 15 and 20 calls a day from institutions looking for programs.

For more information, contact Mr. Sun, National Distance Learning Center, Owensboro Community College, 4800 New Hartford Road, Owensboro, Ky. 42303; (502) 686-4556; JSUN00@UKCC-UKY.EDU. —REVERLY T. WATKINS

Briefly Noted

■ The "Directory of U.S. Government Software for Mainframes and Microcomputers," which describes more than 2,000 programs, is available for \$59 from the National Technical Information Service, Springfield, Va. 22161; (703) 487-4650.

■ "There's Gold in Them Thar Networks," a guide to resources that are available on the Internet, by Jerry Martin, director of the Network Information Center at the Ohio State University, is available free of charge in both electronic form and printed copy. For more information, contact Academic Computing Services, the Ohio State University, 1971 Neil Avenue, Columbus, Ohio 43210; (614) 292-4843.

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Virginia Tech Forms Partnership to Study an 'Electronic Village'

BLACKSBURG, VA. Virginia Polytechnic Institute and State University has formed a partnership with the telephone company and the government of this small rural community to study the possibility of creating the "Blacksburg electronic village."

If such an undertaking proves feasible, all homes, businesses, and schools in the town will be connected on a high-speed electronic network. Using computers, the system would link business and professional people, elementary and high-school teachers and students, and university faculty and staff members and students.

Those on the network will be able to use electronic mail, join online discussion groups, and take advantage of a wide range of business, educational, financial, and general communications services. They may also use the Internet, a network of networks, to communicate worldwide.

Joseph A. Wiensko, Jr., the university's project manager for the proposed venture, says the entire community, including the university, must have access to a computer network if electronic communication is to have an impact.

"With electronic communication, it's important to have a critical mass of people using the tools," he says. "When the telephone started, one telephone was not useful. With two telephones, two people could talk to each other. But to be really useful, everyone in the community had to have a telephone."

"It's the same with e-mail," Mr. Wiensko says.

Blacksburg is already something of an electronic village because of its close ties to Virginia Tech. The town includes among its 34,000 residents many university administrators, faculty members, and students who own or use computers. A large percentage use machines on the campus that are connected

to the university's high-speed network.

"There are 15,000 to 17,000 computers on campus," says Paul M. Gherman, special assistant to the vice-president for information systems. "We have more computers than telephones."

Community as Laboratory

While students who live on the campus can use the computer network, those who live off campus cannot, says Mr. Gherman. A community network would offer the same opportunity to students on and off campus, he says.

Mr. Wiensko sees the Blacksburg electronic village as a possible model for other community networks around the country.

He says the Chesapeake & Potomac Telephone Company, the Bell Atlantic company that would participate in the venture, is interested because any blueprint developed here could be replicated elsewhere. "We would be demonstrating how access to critical masses of people will change the pattern of telephone usage," he says. "The entire community would become a laboratory. This would be a realistic scenario."

Mr. Wiensko says an electronic network could give Blacksburg an advantage in attracting business and industry, particularly high-tech companies.

According to Mr. Wiensko, the university and its partners would provide the financial resources for the proposed network, with the telephone company supplying the cabling and other materials for the initial infrastructure. Network users would provide their own computers.

The six-month feasibility study is expected to be completed in July. If the project is approved, some Blacksburg residents could be using the community network next year, says Mr. Wiensko.

—BEVERLY T. WATKINS

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Grants. "Grantform Perfect," for IBM PC and compatibles. Contains Public Health Service Forms 6025 and 5161-1; includes interactive prompting and spreadsheet for budget calculations; \$54.45. Contact: Envision Inc., 13170-58 Atlantic Boulevard, Suite 307, Jacksonville, Fla. 32225; (904) 221-0992.

Medical data bases. "London Dysmorphology Database," for IBM PC and compatibles. Contains information on 2,000 non-chromosomal, multiple congenital anomalies, many associated with mental retardation; \$695. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Medical data bases. "Oxford Database of Perinatal Trials," for IBM PC and compatibles. Contains references to 5,000 reports of randomized controlled trials in perinatal medicine; \$500; updated semi-annually; site licenses available. Contact: Electronic

Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Physics. "Rescue Team," for Apple Macintosh. Requires "HyperCard." An introduction to electrostatic force and Coulomb's law; helps students learn how to develop a searching strategy to determine the location, magnitude, and sign of hidden charges; \$29; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Agriculture. "TREED," for CD-ROM players used with IBM PC and compatibles. Contains 350,000 abstracts and citations from *Forestry Abstracts* from 1939, *Forest Product Abstracts* from 1978, and *Agriforestry Abstracts* from 1988; \$9,000 full set; \$1,200 annual update. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

Education. "The OCLC Education Library," for CD-ROM players used with IBM PC and compatibles. Contains 500,000 bibliographical records of educational materials spanning 400 years; users can search by author's name, classification number, date, and more; \$450; updated annually. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

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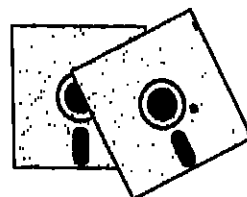
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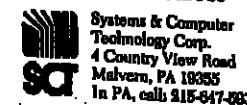


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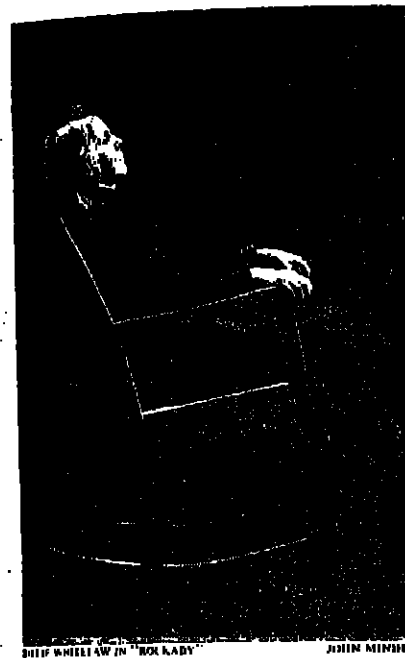
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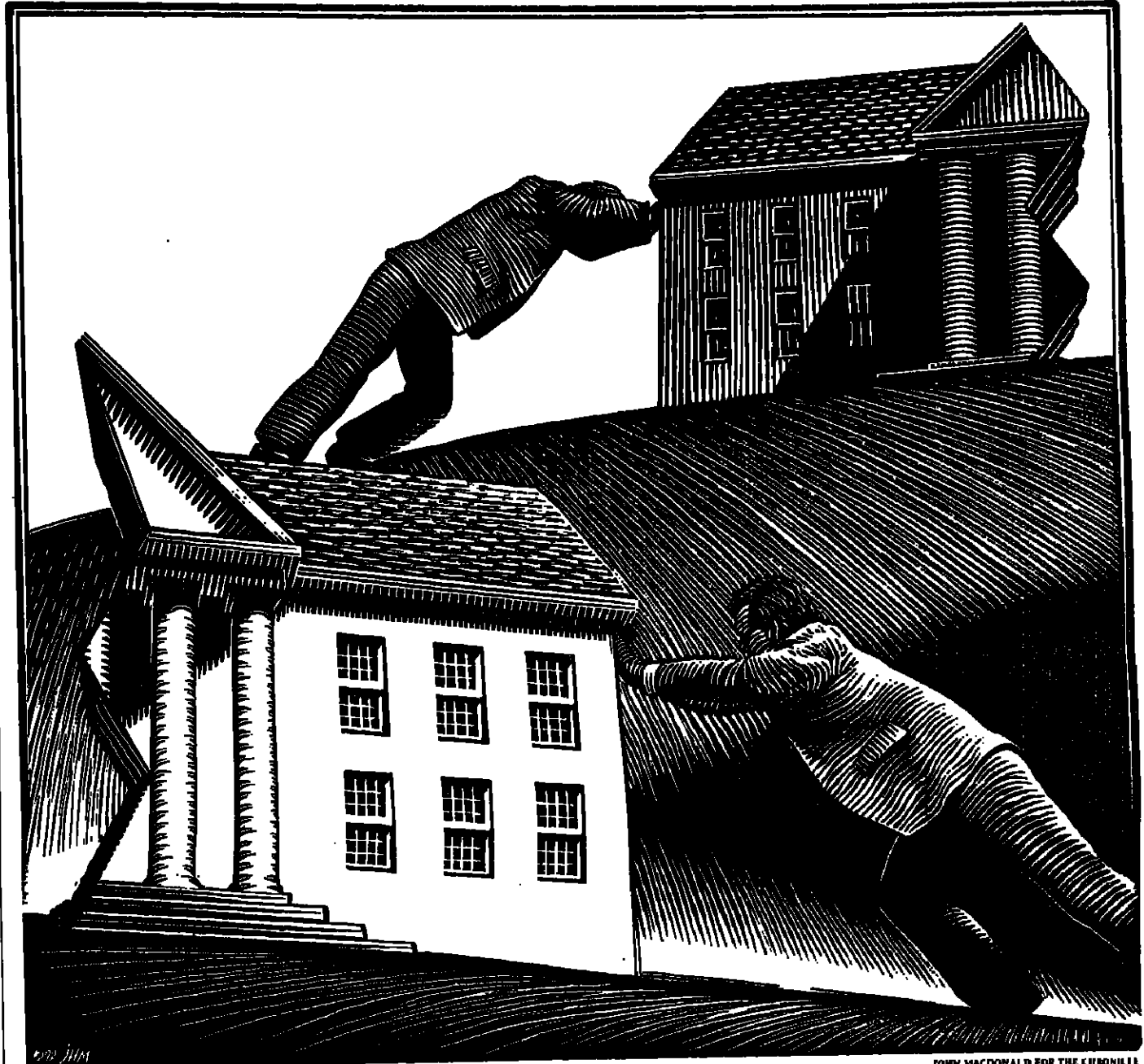
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THE CHRONICLE OF HIGHER EDUCATION

Section 2

May 6, 1992



The Two Rhetorics of School Reform: Complex Theories vs. the Quick Fix

By Howard Gardner

DESPITE the plethora of reports and articles about school reform during the past decade, there has been distressingly little genuine dialogue between the two principal participants in the discussion. On the one hand are the educational researchers and policy experts, who are pleased that at last the nation has become interested in the plight of its schools. On the other side are arrayed the government, business, and community "opinion leaders" who are equally concerned about the schools, but whose analyses and recommendations are decidedly different from those of the educational leaders.

Unless the reasons for the lack of communication can be identified and dealt with satisfactorily, it is most unlikely that the critical problems of American pre-collegiate education can be dealt with effectively.

Among educators, a surprising degree of consensus exists about the nature of schools' problems and the kinds of solutions that are likely (and unlikely) to work.

They believe schools' difficulties arise from a variety of sources, including the sharp rise in the incidence of broken homes, the lessening of respect for parents' and teachers' authority, the huge amount of time youths spend passively watching television, and the alarming decline of the quality of life in our cities. Over the decades, such factors have greatly complicated the process of delivering quality education; they cannot be alleviated by a "quick fix."

Nearly all educators also acknowledge the failure of the entrenched factory model of education, in which students are all served the same curriculum in the same assembly-line fashion and teachers are cogs in a massive bureaucratic apparatus. A "constructivist" approach, which involves children in active, hands-on learning, is widely admired; most educators believe that "less is more" and that it is better to know a few things well than to

add on courses and requirements *ad nauseam*.

Short-answer, multiple-choice tests stifle students' and teachers' initiative, they believe, and should be replaced by more probing, open-ended forms of assessment. Voucher programs allowing families to transfer government funds to the school of their choice may work in limited contexts, but they are unlikely to address the severe educational problems in our big cities. If anything, such programs are a diversion from the problem. Genuine educational changes will take several years, if not decades, to achieve.

OF course, there are disputes about each of these topics, and skeptics can be detected on the left and the right. But at the very least, none of the assertions above would be seen as particularly contentious by most of my fellow educators.

However, the "opinion leaders" in business, politics, and the general public—

Continued on Following Page

OPINION

The Rhetorics of School Reform: Complex Theories vs. the Quick Fix

Continued From Preceding Page
whatever they identify as the cause of educational problems—clearly desire a quick fix. And so they look to solutions like merit pay, voucher systems, the enunciation of higher standards, a voluntary or required national examination for all students. These leaders do not know if such solutions can be put into effect, but, examined from a distance, they sound as if they might do the trick. Because our educational institutions are seen as inefficient and undemanding, schools—rather than the larger society—are seen as causing the problems.

Punitive attitudes and language abound when the schools are being castigated. The "first wave" of educational reform in the early 1980's, calling for skills and standards, has been aptly (if cruelly) summarized as "getting the little buggers to work harder." The second, "restructuring wave" in the late 1980's reflected a business-influenced belief that if schools could simply manage themselves properly, all would work out.

OVER ALL, little appreciation exists among outside critics of the complexity of the problems of school failure, little appreciation of the many steps needed to place American schools on a stronger footing. Again, there are admirable exceptions to the above characterization, particularly certain business leaders like David Kearns, formerly of Xerox and now Deputy Secretary of Education under Lamar Alexander, and certain governors like Roy Romer of Colorado. But they turn out to be as atypical as educators who enthusiastically endorse vouchers or a national examination.

It may sound as though I, as an educator, have offered a stacked deck: a reasonable and penetrating analysis by school people, a peremptory and ill-advised set of nostrums doled out by those who are ignorant of the facts of school life and the obstacles to school reform. But I have little difficulty in sympathizing with the rhetorical picture sketched by opinion leaders: school folks endlessly spinning complex theories and refusing to make demands of their own ranks, in contrast to government and business representatives generously offering new resources and promising ideas in a laudable effort to improve American education.

Indeed, rhetoric becomes the issue here: A major stumbling block to school reform has been the construction and pursuit of rival rhetorics.

People who work in schools or who are familiar with current research are overwhelmed by the realities of American schools today. As Jonathan Kozol has shown in his new book *Savage Inequalities*, many American schools are faced with a physical reality (crumbling facilities, drug- and crime-infested neighborhoods) and a cohort of youngsters (homeless, without love or hope) so dispossessed that they are more reminiscent of Dickensian London than of a developed nation on the cusp of the 21st century.

EDUCATORS ARE AWARE of pervasive institutional lethargy and of the fact that reform efforts are time consuming, involve a large investment of resources, and have a distressing tendency to backslide. Absent sustained application of human and financial resources over a significant period of time, efforts to change seem doomed. As a consequence, educators embrace a rhetoric of woe and com-

plexity—one devoid of realistic first and second steps and remote from American-style pragmatism.

Opinion leaders know little of these deteriorating physical and social conditions first hand and are disinclined to probe, because such probing thwarts the possibility of quick solutions. Of necessity or choice, they espouse an economic, political, or organizational model, rather than one rooted in the social realities of school, the psychological processes of learning, or the social psychology of group change.

Not surprisingly, then, they argue for—and believe in—the same "moves" that have worked in the political and business

"Little appreciation exists among outside critics of the complexity of the problems of school failure."



realms with which they are familiar: incentives for pay, changing the chain of command at the work place, negative sanctions for poor performance, the adoption of standardized forms of evaluation. Opinion leaders propose "sound bite" solutions—a rhetoric of culprits and quick cures.

What, then, to do? I believe that it is imperative to create an effective new discourse of educational reform. Such a way of speaking must draw on analogies and stories that make sense to those who want to "do right" by American schools but who are not fully aware of the distressing range of problems that schools must overcome. So, for example, when it comes to assessment, educators need to make it clear that merely taking a temperature over and over again does not heal a patient and that a person who can only spit back facts cannot be expected to solve an unfamiliar problem or to create something new.

When it comes to site-based management, in which individual schools gain more autonomy, educators must point out that mere redistribution of money is of no

help if the supply of money is too meager or if the teachers and administrators on-site have no experience in managing a complex facility or if they do not know how to achieve consensus on goals and means of reaching them.

No single comparison, metaphor, or argument can work for a phenomenon as complex as the school. That said, I believe that the most appropriate model for talking about school change is the idea of *building a new community*. Many educators today are adopting the metaphor of a community to distinguish schools from older organizational models—for example, those based on factories and industrial organizations—



in which administrators imposed the agenda from the top down. They point out that in a community, everyone has a voice.

For a community to be viable, its members must work together over time to develop reasonable goals and standards, work out the means for achieving such goals, have mechanisms to check whether progress is being made, and develop methods for changing course—sometimes dramatically—if progress is not being achieved. In a viable community, members recognize their differences and strive to be tolerant, while learning to talk constructively with one another and perennially searching for common ground.

If school reform is to progress, educators and opinion leaders must adopt a common vision—and a common metaphor or way of speaking—of the sort that I have sketched. Were such a vision to be adopted, it would represent a considerable stretch for both parties in the current debate. Educators would need to recognize the genuine differences about ideology and the learning process within their ranks but

temper those differences for the sake of establishing a cooperative alliance. They would also have to commit themselves to the difficult tasks of setting, maintaining locally relevant standards, altering strategies and personnel as progress is not being achieved.

OPINION LEADERS, for their part, would need to acknowledge the various aspects of school reform are interconnected; that change requires time, leadership, and guidance; that the atmosphere of schools is affected by that of their localities and the nation. Far from representing sentimental rhetoric, a commitment to community recognition of the hard realities required for effectiveness in today's world.

In fact, the most effective current efforts in school reform have attempted to create some of the processes involved in creating such communities. These include identifying key staff members willing to dedicate themselves to a long-term process of change, discovering strengths and weaknesses, involving students and parents throughout the planning and execution process, cooperating with other schools involved in similar reform efforts, and developing advisers who can draw their own experiences to aid in the process of community building and change. Such promising experiments, it possible for all parties interested in school reform to move beyond rhetoric and to become actively involved in creating more effective environments for learning.

But so long as the rhetorics about school reform remain widely divergent, progress is likely. An important, if not decisive, step will have been taken when national experts and opinion leaders can speak of—and think about—school reform in terms of the same images. Perhaps they can forge solutions superior to those that either group could develop on its own.

Howard Gardner is professor of education and co-director of Project Zero, a research group devoted to educational reform at Harvard University. His most recent book is *The Unschooled Mind* (Basic Books, 1991).

MÉLANGE

The Continuing Problem of Prolonging Adolescence; the Contemplation of a Black Presence in Literature

WE ARE ALSO CONCERNED with the continuing problem in our society of prolonging adolescence and delaying the time at which young people begin to do something significant, exciting, and intellectually demanding.

It's interesting to reflect that by the time Henry VIII was 18 years old, he was the ruling king of England. He had something important to do, so he didn't have to fritter away his time trying to see how to be entertained and buy CDs or watch videotapes or things like that. He was too busy running a country.

—John R. Silber, president of Boston University, at a news conference announcing the establishment of the Boston University Academy

FOR SOME TIME NOW I have been thinking about the validity or vulnerability of a certain set of assump-

tions conventionally accepted among literary historians and critics and circulated as "knowledge."

This knowledge holds that traditional, canonical American literature is free of, uninformed, and unshaped by the four-hundred-year-old presence of, first, Africans and then African-Americans in the United States. It assumes that this presence—which shaped the body politic, the Constitution, and the entire history of the culture—has had no significant place or consequence in the origin and development of that culture's literature.

Moreover, such knowledge assumes that the characteristics of our national literature emanate from a particular "Americanness" that is separate from and unaccountable to this presence. There seems to be a more or less tacit agreement among literary scholars that, because American literature has been

clearly the preserve of white male views, genius, and power, those views, genius, and power are without relationship to and removed from the overwhelming presence of black people in the United States.

This agreement is made about a population that preceded every American writer of renown and was, I have come to believe, one of the most furiously radical impinging forces on the country's literature.

The contemplation of this black presence is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination.

—Toni Morrison, novelist and professor of humanities at Princeton University, in *Playing in the Dark: Whiteness and the Literary Imagination*, published by Harvard University Press

OPINION

LETTERS TO THE EDITOR

How Should Society Define 'Faculty Productivity'?

TO THE EDITOR:

In "Colleges Face New Pressure to Increase Faculty Productivity" (April 15), *The Chronicle* presented the viewpoint of many taxpayers and parents of undergraduates that faculty are teaching too little, devoting too much time to research, and earning salaries disproportionately high for their hours in the classroom.

In a recessionary period, particularly when literacy among the young is declining, investigation of our educational system will lead to scrutiny of resource allocations in our colleges and universities. This is as it should be.

The Chronicle, however, by casting the issue as an effort by legislators, boards of regents, administrators, and politicians to remedy a problem—that of light "workloads" for faculty—reinforces the assumption of many citizens that "workload" equals classroom responsibility. Those influenced by such self-proclaimed "exposés" as *ProfScum* have come to believe that scholars do research mainly for their own benefit, to enhance their careers, and to avoid the "real work" of teaching. This is a dangerous misconception.

Our country's intellectual well-being depends upon the public's appreciation of research. In a global society the exploration of nature, the examination of civilization, the analysis of human values, interests, and conceptual orders, and the criticism of received opinion potentially serve all human beings by expanding our knowledge of the world. Ecological, agricultural, medical, and technological research, the practical purposes of which encompass the improvement of human health, agricultural production, and our environment, can raise the standard of living of peoples everywhere. What we learn about the world makes, we hope, a better world.

The pursuit of truth is a communal activity advanced by the exchange of ideas. As our society is presently structured, it is our institutions of higher education that foster and protect this exchange, by providing scholars freedom from political, economic, religious, and commercial pressures, freedom to think, to experiment, to write, and to teach.

Under pressure from the public, research universities decreased the time allotted faculty for "reading professional magazines," "consulting with colleagues," and "thinking" and increased the time assigned faculty for undergraduate classroom instruction; they would be making the transmission of received opinion a higher priority than the attempt to understand the world. Furthermore, they would be neglecting the training of graduate students, our nation's future thinkers, which takes place not only in the classroom but also in laboratories, in the field, and in one-on-one discussions about mutual research interests: this too is teaching, and it is inseparable from research.

The restructuring of higher education proposed by those who define "faculty productivity" simply as classroom instruction would not serve our country well. By curtailing the opportunities of American scholars to think and to write, such a transformation of our system would reduce the number and variety of American participants in our planet's intellectual discourse.

The improvement of our under-

graduate programs, which we all want, should not, and need not, require that the United States abandon its position of intellectual leadership.

BETTY JEAN CRAIGIE
Professor of Comparative Literature

MARGARET S. ANDERSON
Assistant to the Director
of Instructional Development

WYATT W. ANDERSON
Professor of Genetics

University of Georgia
Athens, Ga.

TO THE EDITOR:

If one is among the vast majority of college and university professors who do not work for such "elite" institutions as the University of California system, Harvard, or Duke, one cannot help but feel a peculiar mixture of weary amusement and outrage at the concern expressed regarding "faculty productivity." . . . Both emotions are aroused more by what is *not* said than by what is.

In the first place, the conditions under which we as the majority labor are never mentioned. Most of us have seldom taught fewer than 11 or 12 hours a week. Most of us are nevertheless required to maintain an active and productive research and scholarship program. Most of us are deeply involved in advising, assisting, and otherwise teaching undergraduate students every day, year in, year out. Few of us, I would wager, earn more than \$50,000 a year.

That salary figure is also significant. One wonders why, if most of the people earning the highest salaries at most institutions are administrators and athletics coaches, no one ever questions their salaries in the light of economic difficulties. After all, while faculty numbers have increased only slightly over the last 15 or 20 years, the numbers of administrators have exploded, and they are much more expensive employees (than professors are). Where are the legislative watchdogs checking into their productivity? . . .

Thirdly, few employees in the private sector who had to acquire the extensive training undergone by university faculty would be willing to foot the bill for business expenses, as is required by most institutions. We are required to participate in professional organizations, but we pay the dues ourselves. We are expected to increase the visibility of our institutions by presenting papers at confer-

ences all over the world, and we pay most travel expenses ourselves. Changes in the tax laws over the last 10 years have meant that only a fraction of these expenses are even tax deductible.

Finally, there is another reason why the flight from the classroom, to the extent that there is one, has become so attractive. Quite beyond the thirst of institutions for grant money and prestige, scholarship allows us to use our minds in the ways for which we were trained, and which has become increasingly difficult to do in the classroom. Many of us are expected to deal with students who are not prepared to do real intellectual work, and who frequently have no interest in it. We are teaching at levels that previously would have been considered appropriate for, at best, the secondary level. Legislators, boards of trustees, and administrators have handed this problem to us, and they have a vested interest in not identifying it as such. They therefore should not be surprised if we burn out and prefer to retreat to the library.

So it goes. Faculty have been increasingly locked out of the decision-making process, whether it concerns academic standards or the relative importance of athletics on campus. Whenever there is a crisis, however, it is the faculty that is called on the carpet. Those of us in the majority would at least like to have our situations taken into account. Duke and Berkeley are not the measure of the academic world.

THERESA ANN SEARS
Associate Professor of Spanish
University of Maine
Orono, Me.

TO THE EDITOR:

This is the latest in a series of recent *Chronicle* stories about legislators, trustees, presidents, deans, parents, and others who demand efficiency and increased emphasis on teaching. I have what I hope is a useful message for your readers who may be planning on tenure or promotion at a research university. Ignore the rhetoric! Publish or perish will probably still hold true in the foreseeable future. I write as a person who for over five decades has observed a fairly diverse sample of postsecondary institutions.

Classroom productivity is very difficult to document and to manage in

SILENCE PLEASES



THE CHRONICLE OF HIGHER EDUCATION

huge, competitive, impersonal multiversities. The demands of instruction vary in enormously complex ways from department to department, course to course, and student class to student class. How do you equate the workloads involved in lecturing to 1,000 about history or to 45 about biochemistry with those required to read 25 freshman compositions or to direct a doctoral dissertation in sociology? Do stipulated credit units or minimum minutes spent in direct interaction with students account for intangibles like years of preparation or creative seconds while showering?

Some deans, to improve the quality of instruction, depend upon "objective" student evaluations, but their validity is controversial. I, for one, am not convinced that a standardized rating scale can be applied with fairness across all courses. Nor, in the hands of 19-year-old students, can such an instrument reliably distinguish the "productive" teacher from the merely "entertaining" showman.

In contrast, an article, monograph, or book, evaluated by distinguished peers, or a research grant in six figures speaks for itself whatever the discipline and topic. Administrators (with their base in any specialty) can understand and appreciate research productivity. If one is ambitious, a superb publication record is visible and portable. It can generate offers nationally and internationally from other research universities or from the world outside academe (government, industry, the arts, etc.). In short, productive instruction, assuming it can be clearly identified, cannot compete with good research because the audience is smaller and lacks marketing power beyond the star teacher's institution.

After sitting on dozens of review and search committees, I conclude that, at least in my field (psychology), good and even excellent teachers, according to their references, are abundant, but the pool of productive research men and women who are advancing knowledge remains rather small. If the public and the administrators of a particular research university mandate increased teaching loads (as may be happening at Stanford, Syracuse, and Ohio State), their best scholars I predict will either arrange exemptions (two tiers) or migrate.

ARTHUR A. DOLE
Professor Emeritus of Psychology
in Education
Graduate School of Education
University of Pennsylvania
Philadelphia

NEH appointee rebuts description of his views

TO THE EDITOR:

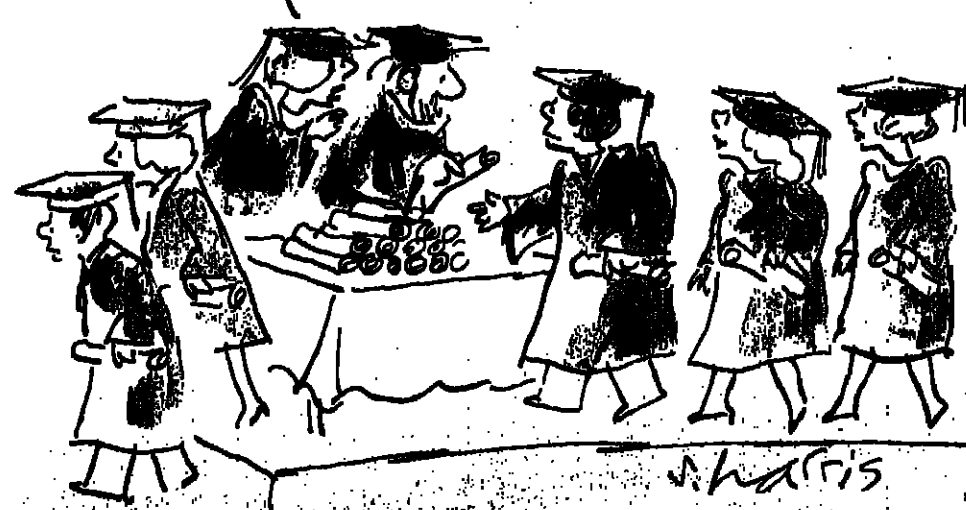
Your issue of April 8 described me as "a vocal opponent of campus workshops on issues of racism and sexism, of support groups for black students and women students, and of left-wing scholars" ("President Bush Names 8 Scholars to Sit on Humanities Board"). These are categorically false descriptions that miss my entire meaning.

I am an opponent of mandatory, coercive workshops on issues of racism and sexism, seeing these as a new form of mandatory chapel and Orwellian thought reform. As an undergraduate in the early 60's, I also opposed mandatory religious chapel: Did that make me an opponent of voluntary religious worship? I am an opponent of official agencies of group identity at universities: Does my belief that Jewish students cannot be officially spoken for at universities by Zionists, or Chassidic rabbis, or anti-Zionists, or Jewish atheists make me anti-Semitic or opposed to a great diversity and pluralism of "support groups"?

The claim that I am an opponent of "left-wing scholars" is outrageous. Some of the deepest influences on my intellectual and personal life, and many of the scholars I admire most, academically and humanly, are "left-wing." I am opposed to tendentious

Continued on Following Page

I think they're coming around for seconds.



THE CHRONICLE OF HIGHER EDUCATION

Letters to the Editor

Continued From Preceding Page

scholarship, period, and to hiring or promotion on the basis of political affiliations; I would oppose these with equal fervor if they came from right, left, or center.

The reference to "Leninist . . . consciousness raising" specifically criticized those who wish the university in loco parentis to undertake the extracurricular "enlightenment from without" of students presumed hopelessly benighted; I was and am equally contemptuous of universities that stood or stand in loco parentis from culturally conservative perspectives to re-educate the private consciences of their students (and faculty) on anything other than a voluntary basis. Thus, the conservative *Campus Watch* of Accuracy in Academia attacked my criticism of orthodoxies of any kind at universities as "amoral" and "value-free" and disputed my criticisms of the universities of the 1950's and early 60's; unlike others, it attacked my ideas and not my person.

You quote Ms. Elena DiLapi, director of the Women's Center at the University of Pennsylvania, alleging my "opposition" to women's rights and my "potential censorship of women and people of color." These are false, malicious, and defamatory charges. My entire opposition to the official agency of such women's centers comes from my reiterated belief that women, blacks, Hispanics, gays, and lesbians are fully individuated and internally diverse groups that cannot rightfully be spoken for collectively by self-appointed, particular, partisan voices. I always have believed, categorically and unequivocally, in the full and equal rights and dignity of individuals without regard to such "group characteristics."

Hesitate, on grounds of dignity, to state my history on these matters, but I am tired of being the object of character assassination. I have served as the chair of the American Civil Liberties Union of Greater Philadelphia's Committee on Academic Freedom. In 23 years of teaching, I always have been evaluated by students as an open-minded teacher who encouraged critical thought and did not advance my own philosophical or political views in the classroom. I have won two major University of Pennsylvania awards for my college teaching, most recently in 1989. Not one review of any book I have written or course I have taught has ever hinted at a partisan agenda in my work.

Twice in the 1980's I directed summer institutes for high-school teachers for the National Endowment for the Humanities on "The Texts of Toleration," working with a remarkable and representative cross section of secondary-school teachers to explore the development of the idea of toleration in the West and its ongoing and profound implications for education in a heterogeneous American society.

At the University of Pennsylvania, I have been elected several times by my colleagues in history, most of whom disagree with my political analyses, to be their representative on the Faculty Senate and University Council, which I believe attests to their perception of my fairness. I recently served for two years as the chair of the Committee on Undergraduate Education of the School of Arts and Sciences at Penn, presiding over a modification of our curricular requirements; the proposals of my

committee were adopted overwhelmingly by the entire faculty of the School of Arts and Sciences, and at no point was there the slightest question raised about the non-partisan and collegial exercise of my functions.

Indeed, the entire faculty of the University of Pennsylvania twice has elected me to serve on its nine-member, university-wide Senate Committee on Academic Freedom and Responsibility, the final court of appeals on matters of academic freedom and responsibility in faculty governance. In fact, it last elected me precisely in response to my "statement" about the incompatibility of thought reform and education.

I co-founded, lived in for eight years, and served as faculty housemaster of Van Pelt College House at Penn, our first college house and one which, under my ongoing efforts, gave Penn its most integrated and diverse residential community—in terms of gender, interests, race, sexual orientation, and undergraduate school and major; we did not engineer this by social work, but created a climate of individual dignity and seriousness in which people chose to live together across what increasingly have become barriers in our universities.

I am a member of the group of historians who signed the historians' initiative in the ACLU's Reproductive Freedom Project, and, within the Republican Party, I am a member of the Republican Liberty Caucus, which works for women's rights, gay and lesbian rights, and rights of privacy.

I have been a four-year foster parent, creating an interracial family in my own home, and I have an unqualified belief in the beauty of a truly integrated America.

It is absurd to have to cite such things, but I should be grateful indeed if discussion of freedom, individualism, and intellectual life in universities could proceed at last *ad rem* and not *ad hominem*, and I am appalled by the repetition of false claims about me that fail to understand either my absolute and abiding commitment to equity, openness, and tolerance or my view of the humanities as an open-minded, critical, and intellectually diverse exploration of human understanding and expression.

ALAN CHARLES KORS
Professor of History
University of Pennsylvania
Philadelphia

Communitarianism vs. individualism

TO THE EDITOR:

David Schuman ("Our Fixation on Rights Is Dysfunctional and De-ranged," April 1) may be right that we talk too much about rights. What we should talk about instead is liberty. And Dr. Schuman is a clear and present danger to our liberty.

It is fitting that he should refer to his favored "strand of thinkers from Aristotle to Rousseau to Marx"—Rousseau whose doctrine of the "general will" provided the rationalization for the Terror of the French Revolution, and Marx who provided the general justification for the murder of uncounted millions of people in the 20th century. All these crimes were in the name of "community."

I'll stick with Locke, Smith, and Mill, thank you.

Why Dr. Schuman calls what he wants "communitarianism" is unclear considering all the array of terms there are already to choose

from: authoritarianism, paternalism, totalitarianism, etc.

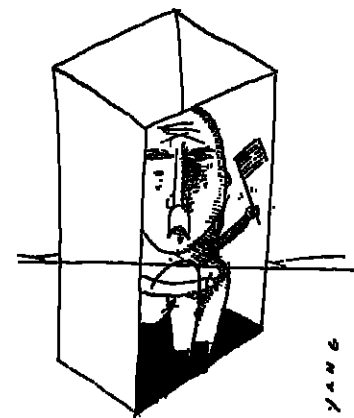
It astounds me how since the fall of communism all these anti-individualist academics keep popping up, like mushrooms. . . . I find it especially disturbing, however, that much of the sentiment comes from professors in law schools. I hate to think that we won the Cold War just to have many of our own intellectuals buy the Marxist fantasies and lies that propped up the Soviet Union.

Certainly Dr. Schuman knows, or should know, that it was because the original Constitution did not express concern with "inhibiting governmental authority over individuals" that the Bill of Rights was demanded in the first place. Since he wants to understand even the First Amendment as allowing only the kind of worthy and virtuous political speech that seems appropriate to him, I have no doubt that he is precisely the kind of authoritarian that people like Jefferson were greatly concerned that we be protected from.

KELLY L. ROSS
Professor of Philosophy
Los Angeles Valley College
Van Nuys, Cal.

TO THE EDITOR:

To soften up opposition to an attack on civil liberties in his opinion piece, David Schuman pretends to associate himself with "left-leaning, American Civil Liberties Union types like me" who "conveniently" ignore the Second Amendment. Rather, his argument turns him a front seat in the National Rifle Association's



JAMES YANG

stands and—surprisingly for a law-school faculty member—with others on the right who "conveniently" forget the Amendment's crucial introductory words.

The Second Amendment, of course, begins with an absolute phrase: "A well regulated Militia, being necessary to the security of a free State. . . ." The historically informed and the genuine ACLU types know that the reference is not to Schuman's romantic vision of the isolated pioneer homesteader defending his humble cabin from beast and savage" (by *savage* does Schuman intend our indigenous first Americans?), but to the continental army which wrested sovereignty from the British tyrant and assured a "free State" (emphasis added).

Could Professor Schuman seriously claim that the Founders intended to permit every Tom, Dick, and Mary to wield a Saturday-night special or that such ownership advances a free State? Does the mayhem of our cities conform to his idea of a well-regulated militia? . . .

A definitive interpretation of the Second Amendment, which would settle the question for both of us, could easily be accomplished via a challenge to a "comprehensive gun-control law," passage of which has been consistently defeated by the pressure tactics and campaign contri-

butions of the NRA—an admission of its fear of judicial review and of the greed and cowardice of our legislators.

BETTY LOU DUNOIS
Professor of Linguistics
New Mexico State University
Las Cruces, N.M.

Camille Paglia: bad girl of academe?

TO THE EDITOR:

I keep thinking Camille Paglia will turn up next in a bullet bra and fishnet stockings vogueing to some Madonna tune, taking on all the shoddy women scholars in the universe ("Camille Paglia, Academic Guerrilla, Relishes Her Role as Feminist Scourge," April 1). Her choruses of all-male dunces, straight from the National Association of Scholars, vogueing too, no doubt, will reassure that everything she believes is right and true, from her support of child pornography (as quoted in *Time*), to her attacks on whiny rape victims, to her gushing worship of massive architectural phalluses (leaving us all back in those trouble-some grass huts with those inept female architects), to her belief that most feminist scholars need to be, in her best McCarthyesque fashion, named openly at elite institutions, blamed for not accepting her scholarship, trashed for their treatises on deconstruction, cultural backlash, women's studies, cross dressing, to name just a few.

I find her contempt for Harvard's Marjorie Garber and Duke's Eve Kosofsky Sedgwick curious, at best, since their discussions of gender seem to mirror Paglia's own appearance in *People*, where she is photographed, hair slicked back, dressed in street-fighting black, brandishing a switchblade, facing the camera head on, ready to take on any date-rape victim or feminist scholar in a single swoop. . . . Like Madonna, she keeps recreating her image as the bad girl—only this time it's of academe; she brags about kicking a student at Bennington, starting a fistfight at another institution, continually lambasting her feminist opposition in a street-tough vernacular reminiscent of Sylvester Stallone's working-class Philly.

Unfortunately her foray into fame has allowed the right wing to co-opt her messages; suddenly all those conservative white men, who have been crying "shoddy scholarship" at feminist research, now have a woman saying it too. . . . Suddenly all those people who have a vested inter-

Public higher education is a state responsibility

TO THE EDITOR:

After reading Thomas P. Walker's Point of View ("The Inequities of Low Tuition," April 1) I have a substantial solution for the financial problems facing public elementary and secondary schools across the nation: Families with an average income of \$60,000 or more should pay tuition. This added to revenue from the state would permit low-income students to attend without tuition and they would be money for all the other needs of the schools.

Would it fly? Of course not. The American people have long understood and accepted the fact that education at the elementary and secondary levels is a state responsibility regardless of family income.

That they do not understand and accept that higher education should be part of the package is obvious. That the president of a public institution of higher education does not truly boggle my mind.

HADASSAH GOLD
Chairman
Committee for Public Higher Education
New York City

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1235 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

THE ARTS

By Zoë Ingalls
HANOVER, N.H.

READ Samuel Beckett's plays, then listen to Billie Whitelaw perform them. It's like watching a crumpled hot-air balloon inflate. Air rushes in, and two dimensions become three, round and quivering and ready to ascend.

"Mother." Pause. "Mother." She intones the opening lines to *Footfalls*, one of several plays written expressly for her by Beckett, with whom she maintained a close professional relationship for 25 years.

"Mother. . . . Were you asleep?" Listening are the 30-odd students who have gathered in a small theater at Dartmouth College where the cadavers of plays are laid out and dissected.

It is day three of four during which Ms. Whitelaw is conducting master classes at Dartmouth, the last stop on a sweep that began at Smith College in February and included Wellesley College and Washington College in Maryland.

A petite figure in blue jeans and sweater, Ms. Whitelaw stands in front of the stage. She holds her script in one hand and snaps the fingers of the other in time to the rhythm of the sentences.

"Moth-er." Snap-snap. "Don't feel you have to act it out," she tells Charmaine Oakley, a freshman who has joined her down front to attempt a reading. "Say it more like a robot. As Sam would say, 'No color. No color.'"

Ms. Oakley tries again and manages a dull monotone.

"Shall I tell you what I have written there on the side in my script?" asks Ms. Whitelaw. "Bong-bong." Moth-er.

"Moth-er." The student tries again. Bong-bong. The syllables resound like the tolling of a bell. Again: "Moth-er. Mah-nah."

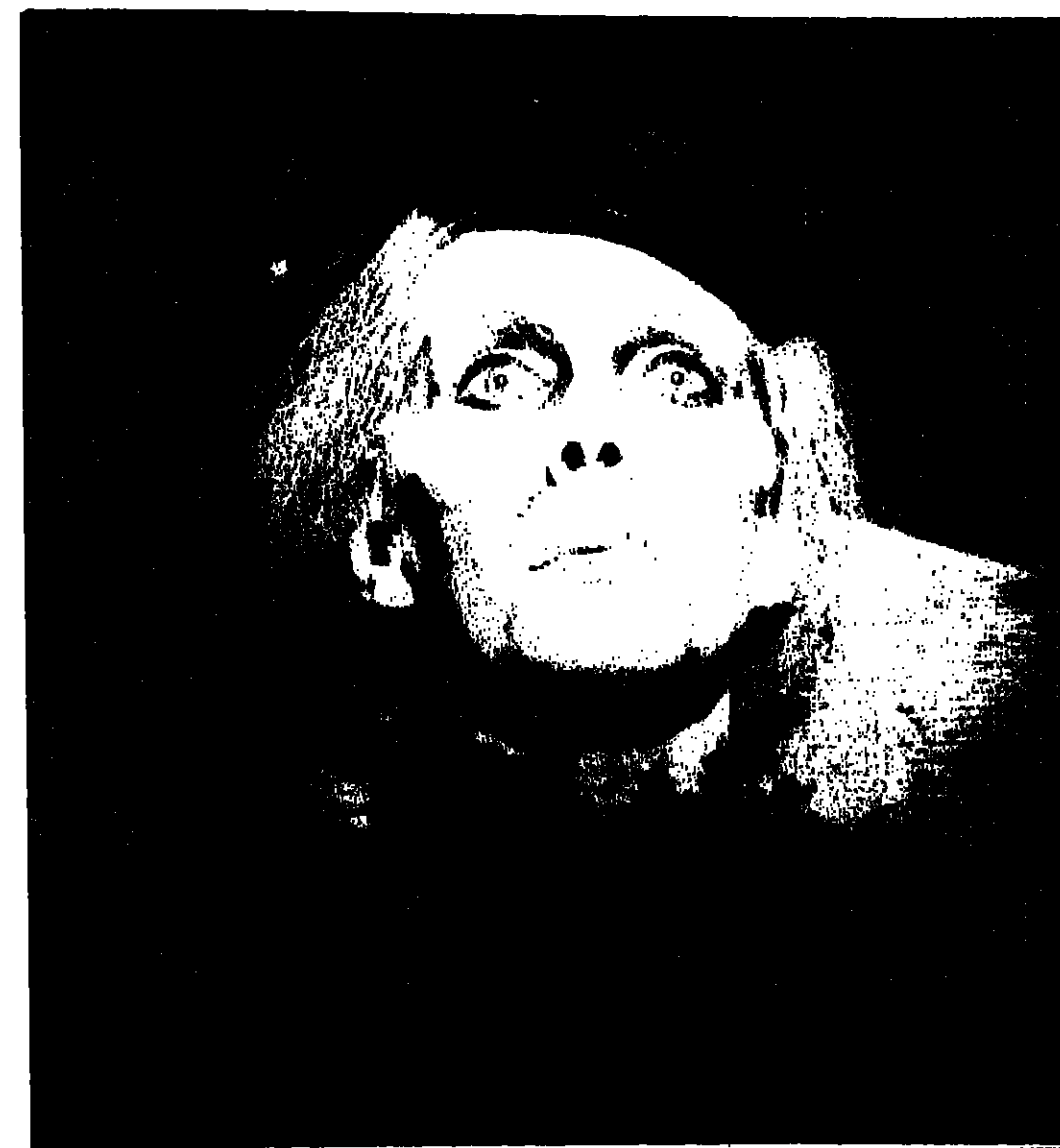
"When she said 'Bong-bong,' I related that to sound," Ms. Oakley says. "I love the musical quality of Beckett's work—how words can be strung together like a melody."

Ms. Whitelaw, the British actress, and Beckett, the Irish playwright, novelist, poet, and Nobel Prize winner, first worked together in 1964, when she performed in his drama *Play* at the National Theatre in London. Their relationship evolved into a unique collaboration that enabled the playwright to refine his work in rehearsal, using the actress as "the pen in his hand," as she puts it. She is considered the pre-eminent interpreter of Beckett's plays.

Beckett directed Ms. Whitelaw in *Happy Days*, *Footfalls*, and *Not I*. She also acted in others of his plays, including *Come and Go*, *Rockaby*, and *Enough*, under various directors. Even then, she says, she and Beckett "rehearsed by telephone quite a bit." Their collaboration continued until Beckett's death in 1989.

Although this is Ms. Whitelaw's first foray into teaching, she has had a long and varied career in British theater outside of her association with Samuel Beckett. She has been a member of the National Theatre

A Rich, Idiosyncratic Journey Into the Plays of Samuel Beckett



Billie Whitelaw, strapped into a perpetually rocking chair, in a 1986 production of Samuel Beckett's "Rockaby."

"On the second day of rehearsal I said, 'Am I dead?' He thought for a minute and said, 'Let's just say you're not quite there.' That made sense—one is in a strange limbo land of not quite dead."

In her classes, Ms. Whitelaw encourages the students' questions and solicits their reactions to the plays they take up. "There are no right answers," she says. "I'm picking at your brains as much as you are mine."

To a visitor she explains: "I'm not really teaching anything. I'm just taking them on the same journey that I made with Samuel Beckett—taking them through the process I went through."

"I am not a teacher, but I do know what I'm talking about when I'm on that journey."

The journey is a rich, idiosyncratic amalgam of technique, explication, critique, biography, anecdote, and inspiration. She shares costumes, photographs, playbills, and heavily annotated scripts. At Smith, where she spent five weeks, she helped students through the grueling process of bringing a play from first reading to trial performance.

Even though her time at Dartmouth is more limited, she says her goal is to give students "some sort of flavor of the man as the total artist—the sense that what is on the page is only the beginning."

"You read the play," Ms. Oakley says, "and then you come to class, and your perception of what you read changes."

"The way she's saying it seems to give it more meaning," she continues. "You think, This is the way Beckett meant it to be."

position required for *Footfalls* and developed problems with her central nervous system after being immobilized so that only her mouth could move for *Not I*.

In addition to conorting her body at Beckett's behest, she followed his precise instructions, even to the subtlest of gestures. Ms. Whitelaw compares herself to a dancer "who has to observe the music and the rhythm."

"Having observed all of the requirements Beckett demanded, I then found a marvelous freedom."

Other actors chafed under Beckett's controls. Some found it particularly difficult to meet his vision of a performance devoid of embellishment. Ms. Whitelaw recalls that Albert Finney, who starred in *Krapp's Last Tape* at the Royal Court Theatre in 1973, turned to her for guidance as he struggled to mute the emotional color with which he tinted his role.

"What am I supposed to do, Billie? I take reds and greens, blues and pinks out of the cupboard and mix them."

"I said, 'Put all the tubes back in the cupboard, Albert. Use your blacks and whites and grays.'"

Despite her counsel, Beckett and Mr. Finney "couldn't hit it off at all," Ms. Whitelaw recalls. She's been more successful at getting some of her students to see what Beckett aimed for. "My initial reaction was thinking that, with Beckett, you have no room

as an actor, nowhere to go," says Malcolm D. Nicholls, a theater major at Hampshire College who took Ms. Whitelaw's classes at Smith.

AFTER WORKING with Ms. Whitelaw, he says, "You realize, Yeah, there is room. And, depending on what kind of theater experience you are looking for, the potential in Beckett's work is even greater than that of most theater in terms of expression. His work is so constrained, so compacted, so raw—it's like you're mainlining."

At Dartmouth, the small theater has become warm, and Ms. Whitelaw has loosened the neck of her heavy wool cardigan. Like a dancer at the barre, she bends her knees, swaying slightly from side to side and snapping her fingers to punctuate phrases while her voice taps the consonants and caresses the vowels.

"Mother. Mother. . . . Would you like me to inject you again? . . . Would you like me to change your position again? Straighten your pillows? Change your drawsheet? Pass you the bedpan? The warm-ing pan?" On this last phrase, she breaks her pattern of monotone and her voice ascends the scale, then dips briefly before again finding its place in line.

"You read the play," Ms. Oakley says, "and then you come to class, and your perception of what you read changes."

"The way she's saying it seems to give it more meaning," she continues. "You think, This is the way Beckett meant it to be."

Ms. WHITELAW has acted on stage buried up to her neck in dirt (*Happy Days*) and strapped into a perpetually rocking chair (*Rockaby*). She hurt her back performing in the twisted



DEPARTMENT OF EDUCATIONAL ADMINISTRATION Tenure-Track Position

The Position: The department is seeking a highly talented individual to fill a tenure-track position in the area of qualitative research methods, organizational studies, leadership theory or related areas. Rank is open, but experience as a published scholar, dissertation advisor, and instructor is preferred. We are especially interested in a person who brings strong theoretical and methodological training from the social and behavioral science disciplines to the study of education. The department seeks to strengthen its emphasis on field-based, applied research on significant issues related to educational organizations.

Candidates must have a demonstrated capacity for conducting field-based, applied or policy research as well as the potential for contributing to the advancement of the knowledge base within education. A strong record of quality teaching is also required. An earned doctorate is required. An appointment at the rank of associate or full professor requires a sustained record of nationally recognized research and scholarship, graduate teaching, and professional service.

The anticipated starting date for the position is September 15, 1992, or as soon as possible thereafter. Salary is competitive; benefits are exceptional.

The Department: The department seeks to be on the forefront of theoretical and methodological advances in educational administration. The faculty is small, initially preeminent, and highly collaborative. The department and the University offer an exceptional environment for conducting research and scholarship. The department offers academic programs for administrative certification, a master's degree, and doctoral study (Ed.D. and Ph.D.). Current department initiatives include the Utah Education Policy Center, an innovative professorial research program (Ed.D.) with a strong field-based emphasis in preparation programs. The department has housed UCLA's Educational Administration Quarterly (EAQ) and the Review of Higher Education (RHE), and sponsors the International NABSP Assessment Center.

Application Information: Screening of applications will begin on May 20, 1992, although the search will continue until the position is filled. Each candidate should submit the following:

1. A letter of application.
2. A comprehensive vita.
3. Samples of 2-3 published or unpublished scholarly works.
4. Evidence of quality teaching.
5. At least 3 letters of recommendation.

Please address inquiries, applications, and nominations to:
Dr. Rodney T. Ogawa and Ann W. Hart
Co-Chairs, Search Committee
Department of Educational Administration
Graduate School of Education
339 Milken Bannan Hall
The University of Utah
Salt Lake City, Utah 84112
(801) 581-6627

The University of Utah is an Equal Opportunity, Affirmative Action Employer. Women and minority applicants are encouraged to apply.

DIVISION CHAIR FOR GENERAL EDUCATION

Division Chair for General Education and Support Services at Indiana Vocational Technical College, a state-supported college serving approximately 1900 students. Provides leadership for building General Education, Library and Auxiliary Services, and Instructional support projects. Position available June, 1992; salary range \$26,000-\$30,000 for 9-month contract with separate extended-year summer contract. Excellent benefits package includes health and dental insurance and IRA/CRF retirement program.

Master's degree in a Liberal Arts discipline, teaching experience in higher education, preferably in a two-year college, experience with transfer of programs, and three years administrative experience at the Department Chair level or higher required. Resumes accepted through June 5, 1992 or until position is filled.

Director of Personnel
Indiana Vocational Technical College



3208 Ross Road
P.O. Box 6299
Lafayette, Indiana 47903-6299
An Equal Opportunity/Affirmative Action State College

Chemistry Assistant Professor, Analytical. Tenure track position, beginning September 1992, contingent upon availability of funding. Ph.D. required. Duties will include instruction, research, and service. Research interests include: analytical chemistry, environmental chemistry, and physical chemistry. Research interests include: analytical chemistry, environmental chemistry, and physical chemistry. Research interests include: analytical chemistry, environmental chemistry, and physical chemistry.

Chemistry Assistant Professor, Analytical. Tenure track position, beginning September 1992, contingent upon availability of funding. Ph.D. required. Duties will include instruction, research, and service. Research interests include: analytical chemistry, environmental chemistry, and physical chemistry. Research interests include: analytical chemistry, environmental chemistry, and physical chemistry. Research interests include: analytical chemistry, environmental chemistry, and physical chemistry.



CHAMPLAIN COLLEGE FACULTY POSITION

RETAILING & FASHION MERCHANDISING: Instructor/Program Director to teach 14-16 credit hours per semester in Fashion Business, Fashion Fabric, Fashion History, Buying, Merchandising, Retail Management and Marketing. Supervise internships; advise students; lead field trips; represent program at College functions; and serve as liaison with retail community. Ideal candidate must demonstrate teaching excellence, have in-depth experience in the fashion retailing industry and be highly student-oriented. Master's degree in a related field required; exceptional candidates with Bachelor's degree may be considered. Full time beginning August 1992.

CHAMPLAIN COLLEGE is an independent, financially strong college with 1400 full-time students and over 200 faculty and staff. Champlain is one of the largest institutions in Vermont. Its freshman class is second in size only to that of the University of Vermont. The College enjoys a reputation for offering high-quality, career-oriented programs. The College is widely known as a vigorous and dynamic institution and, while predominantly a two-year college, has currently implemented four-year programs in business management and accounting. The College campus is located in a cluster of renovated Victorian mansions in Burlington's historic Hill District overlooking Lake Champlain.

BURLINGTON, Vermont's largest city, is situated on Lake Champlain between New York's Adirondacks and Vermont's Green Mountains in a rapidly growing urban area of 125,000. Six colleges, including the University of Vermont, are located here. Burlington offers exceptional cultural and recreational opportunities. New York, Montreal, and Boston are easily accessible; several major ski resorts are located in the area; and Lake Champlain, the state's largest lake, provides excellent boating, swimming, and fishing. The college campus is located in a cluster of renovated Victorian mansions in Burlington's historic Hill District overlooking Lake Champlain.

TO APPLY: Send cover letter, resume, and three letters of recommendation to: Dolly Shaw, Personnel Director, CHAMPLAIN COLLEGE, P.O. Box 670, Burlington, VT 05402 by May 22, 1992. EOE.

UNIVERSITY OF MARYLAND EASTERN SHORE Princess Anne, Maryland 21853

Opportunities are available for faculty in tenure track academic positions, untenured and untenured, beginning August 1992. Candidates with terminal degree and experience in teaching preferred. Salary and rank negotiable and competitive. Opportunities exist to develop research interests.

CHAIR, DEPARTMENT OF MATHEMATICS, COMPUTER SCIENCE AND ENGINEERING. Twelve-month position, beginning July, 1992. Candidates must have an earned doctorate in Mathematics with established record of teaching, advising, and research. Administrative experience is required in curriculum planning, program and faculty development, personnel supervision and budget management. Strong leadership in the areas of research and grantmanship is required.

ACCOUNTING/ECONOMICS/BUSINESS ADMINISTRATION. Candidates must hold an earned doctorate in the area of marketing/management or finance/accounting or economics. Responsibilities of the successful applicant include teaching, advising, research and publication, as well as service to the campus and the community.

SOCIAL SCIENCES/HISTORY. Candidates with earned doctorates preferred. Candidates may apply ABD if defense will be made within one year of appointment. Responsibilities of the successful applicant include teaching African-American History, American History of the long, and History of Western Civilization. The successful applicant would also serve as coordinator of social sciences teacher education program.

Interested candidates should send letter of application, current resume, with names and addresses of three references by June 30, 1992 to:
Department of Human Resources
University of Maryland Eastern Shore
Princess Anne, Maryland 21853

The successful candidate must be able to show acceptable documentation proving identity and establishing the right to accept employment in the United States of America. UMES is an EEO/AA employer; a drug-free workplace, and enforces a no-smoking policy applicable to all campus buildings.



University of Southern California USC Nursing Faculty

TENURE TRACK FACULTY POSITIONS

Available to teach undergraduate and master's students.
1. Medical-Surgical Nursing
2. Gerontological Nursing
3. Maternal-Child Nursing
4. Pediatric Nursing

Doctoral degree and Master's degree in Nursing required. Candidates must demonstrate specialization in the above areas. Teaching experience, competency in research and community service are required. Rank dependent on qualifications and experience. Please contact:

Juliana Lind, RN, MN
Interim Chair
Department of Nursing
320 W. 13th Street
Leavenworth Hall
Los Angeles, CA 90015
Phone: (213) 743-2362

Blind. Position will begin August 15, 1992. Send letter of application, current resume, and three letters of recommendation to: Dr. D. Lind, Interim Chair, Department of Nursing, 320 W. 13th Street, Leavenworth Hall, Los Angeles, CA 90015. EOE.

Computer Science Assistant Professor. Computer Systems and Software Applications. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty.



FACULTY OPENINGS

J. Sargeant Reynolds Community College is a comprehensive two-year college dedicated to providing quality educational opportunities to the Richmond metropolitan area and surrounding communities. The College has three campuses: urban, suburban, and rural settings. Total enrollment is 12,000 each fall semester.

J. Sargeant Reynolds Community College is seeking applications for the following positions for the fall semester 1992. Teaching positions are filled on a permanent basis. Salary is commensurate with qualifications and experience. Anticipated starting date of August 16, 1992. Range: \$23,850-\$33,283. Starting salary will be \$23,850. Faculty loads are as follows: advising, and collateral duty assignments are minimum 12.5 hours normally in class day and evening classes and may include a variety of non-teaching assignments. Opportunities for summer appointments are available.

COMPUTER SCIENCE INSTRUCTOR. Master's degree with eighteen graduate semester hours in computer science. Qualifications Preferred: Related occupational experience; programming experience using a variety of technological methods of instruction; and evidence of professional activity.

ENGLISH INSTRUCTORS (Multiple openings anticipated). Qualifications Required: Master's degree with eighteen graduate semester hours in English. Qualifications Preferred: Teaching experience and a background in English. Developmental/Remedial writing instruction; introductory English courses; and ESL; evidence of professional activity; interest in and commitment to the teaching profession; and a commitment to the teaching profession.

MATHEMATICS INSTRUCTOR (Multiple openings anticipated). Master's degree with eighteen graduate semester hours in mathematics. Qualifications Preferred: Related occupational experience; programming experience using a variety of technological methods of instruction; and evidence of professional activity. One position will include teaching duties in the three (3) correctional institutions served by the Western Piedmont.

NURSING INSTRUCTORS (Multiple openings anticipated). Qualifications Required: Master's degree in Nursing with eighteen graduate semester hours in a Nursing specialty; recent clinical experience in nursing or psychiatric nursing; and two years of teaching experience. Qualifications Preferred: Teaching experience in a nursing program at an associate or higher education; clinical experience in an acute medical-surgical unit within the last five years; evidence of professional activity.

APPLICATION PROCESS: All applications must be received by June 15, 1992. An application folder containing a letter of application, a completed job application form and/or resume, three current letters of recommendation, and all official academic transcripts. Application review will begin June 16, 1992. All correspondence should be sent to the Human Resources Office, J. Sargeant Reynolds Community College, P.O. Box 8822, Richmond, Virginia 23298-5022; phone: (804) 371-3249. AA/EEO.

ARMSTRONG STATE COLLEGE Savannah, Georgia

Department Head Position DEVELOPMENTAL STUDIES

MATHEMATICS FACULTY

COLUMBIA COLLEGE CHICAGO invites applications for a full-time faculty position in Mathematics to begin September 1992 in the Science/Mathematics Department. The Department offers a broad science and math curriculum to undergraduate students and mathematics majors and fosters the integration of science and mathematics with other disciplines, including the arts.

The responsibilities of this position include teaching 12 credit hours of mathematics and participation in academic leadership activities. The successful candidate will be a dedicated and innovative teacher combining leadership skills with a commitment to undergraduate education in an open admissions setting.

The field of specialization is open, but preference will be given to candidates with interests in broad, multidisciplinary areas. The Doctoral degree is desirable. Master's degree required, either in Mathematics or Mathematics Education.

Columbia College is an urban, open admissions institution of 7,000 undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer competitive salary and benefits package. Minority and women applicants are especially encouraged to apply. Submit curriculum vitae, a statement of teaching interest and the names of three references by June 1, 1992 to:

Mathematics Search
Human Resources Department
COLUMBIA COLLEGE CHICAGO
600 South Michigan Avenue • Chicago, Illinois 60605-1098
Equal Opportunity Employer M/F/H/V

Computer Science Assistant Professor. Computer Systems and Software Applications. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty.

Computer Science Assistant Professor. Computer Systems and Software Applications. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty.

Computer Science Assistant Professor. Computer Systems and Software Applications. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty.

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Computer Science Assistant Professor. Computer Systems and Software Applications. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty. USC Nursing Faculty.

Visiting Faculty Position Available for September 1992.

The Organizational Behavior and Theory group at Carnegie-Mellon's Graduate School of Industrial Administration is seeking someone for a one-year visiting appointment. The job requires teaching experience in Organizational Behavior and Organization Theory. The salary is competitive. The teaching load is the normal faculty load here at Carnegie-Mellon University. Opportunities for research in the Graduate School and the University are available. Carnegie-Mellon is an equal opportunity/affirmative action employer with particular interest in identifying women and minority applicants for faculty positions.

Please forward your vita, 3 papers, and letters of reference to:
Mark Flehman
Graduate School of Industrial Administration
Carnegie-Mellon University
Pittsburgh, PA 15213-3880
Phone: 412-268-8889
Fax: 412-268-8837
e-mail: m4f@andrew.cmu.edu

Cleveland State Community College is fully accredited public comprehensive community college committed to quality education. Approximately 1000 credit students enroll in a typical fall semester. The 105-acre campus is located in the scenic corridor of hills and valleys of northeastern Tennessee. Cleveland State presents an attractive atmosphere in which to enjoy varied facets of an educational experience. Water sports, hiking, camping, backpacking are available in the vicinity and nearby mountains approximately two hours away.

Review of applications will begin immediately. Positions are available August 1, 1992. AA/EEO, M/F/H.

Contact: Personnel Office
Cleveland State Community College
P.O. Box 3570
Cleveland, TN 37320-3570
(615) 472-7141, Ext. 205

Cleveland State Community College is an equal opportunity employer.

Mark Flehman
Graduate School of Industrial Administration
Carnegie-Mellon University
Pittsburgh, PA 15213-3880
Phone: 412-268-8889
Fax: 412-268-8837
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e-mail: m4f@andrew.cmu.edu

TEACHING OPPORTUNITIES in Central California

Accounting Instructor - Fresno City College

MINIMUM STANDARDS: Requires a Master's degree in accounting or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND a master's in business, business education, taxation or finance OR Bachelor's degree with a CPA license OR the equivalent.

DUTIES & RESPONSIBILITIES: Includes organizing and teaching classes in all areas of accounting; advising in the development of curriculum; advising microcomputers in the instruction of accounting; and otherwise fulfilling all of the duties and responsibilities of instructors as required.

COMPENSATION: Salary is \$27,895 to \$37,849 with highest starting salary at \$42,012 plus \$1,044 for an earned doctorate.

Electronics Instructor - Fresno City College

MINIMUM STANDARDS: Requires a Bachelor's degree in a related discipline and two years full-time occupational experience in electronics, electrical fields or an Associate degree in a related discipline, as well as full-time experience in electronics and related technologies, and a fulfilled California Community College Instructor Credential. Teaching experience will not be accepted as a substitute for occupational experience.

DUTIES & RESPONSIBILITIES: Includes teaching fundamentals of electronics and electronics and industrial electronics from a consistent system level; teaching industrial maintenance and computer applications consistent with curriculum requirements and standards; and instructing in the degree, in-service, and industry based training programs.

COMPENSATION: Salary is \$27,895 to \$37,849 with highest starting salary at \$42,012 plus \$1,044 for an earned doctorate.

Carpet Installation Instructor - Fresno City College

MINIMUM STANDARDS: Requires a high school diploma or the equivalent, eight years experience in carpet installation including two years as a licensed carpet contractor, and instructing in the floor covering installation program. The program at the Vocational Training Center will prepare students to become proficient in the techniques of planning, measuring, estimating, and installing all of the latest types and makes of carpet, vinyl, and related floor products.

COMPENSATION: Salary is \$32,623 to \$67,653 with highest starting salary at \$49,133 plus \$1,044 for an earned doctorate.

Starting Date: 7/1/92 Filing Deadline: 6/1/92

To find out how you can become a member of the team, contact the Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call them at (209) 226-0720.



DEVELOPMENTAL EDUCATION CHAIRPERSON Columbus State Community College

Columbus State, located on a 40-acre campus in the heart of Columbus, Ohio, has a growing enrollment of approximately 15,000 students.

The Chair is responsible for ensuring that the highest quality of educational service is provided to students and the community in support of the College's mission. Duties include: implementing college programs, policies and procedures; budgeting; ensuring proper staffing; coordinating tutoring program; and planning.

Qualifications include: a Master's degree in English, Mathematics, Adult Education or Developmental Education. Proven managerial and leadership skills necessary. Experience in post-secondary education required. Community college experience preferred.

To apply, send resume and three professional references postmarked by May 26, 1992 to:

Search Committee, Personnel
Columbus State Community College
550 E. Spring Street
Columbus, Ohio 43216-1609
EOE/AA

Ohio 45602. Shawnee State seeks staff who share our commitment to students as our first priority. SSU is an Affirmative Action, Equal Opportunity Employer and encourages applications from minorities, disabled persons, and Vietnam era veterans.

Computer Services Director of Administrative Systems and Programming. To serve as the director of the systems and programming department, this is one of 5 positions reported to the Executive Director for Instruction. The position is located in the College's administrative offices, dealing with and implementing databases using various computer languages, such as COBOL, FORTRAN, and PL/I. An equal opportunity/affirmative action employer.

Computer Services Director of Administrative Systems and Programming. To serve as the director of the systems and programming department, this is one of 5 positions reported to the Executive Director for Instruction. The position is located in the College's administrative offices, dealing with and implementing databases using various computer languages, such as COBOL, FORTRAN, and PL/I. An equal opportunity/affirmative action employer.

Computer Services Director of Administrative Systems and Programming. To serve as the director of the systems and programming department, this is one of 5 positions reported to the Executive Director for Instruction. The position is located in the College's administrative offices, dealing with and implementing databases using various computer languages, such as COBOL, FORTRAN, and PL/I. An equal opportunity/affirmative action employer.

Computer Services Director of Administrative Systems and Programming. To serve as the director of the systems and programming department, this is one of 5 positions reported to the Executive Director for Instruction. The position is located in the College's administrative offices, dealing with and implementing databases using various computer languages, such as COBOL, FORTRAN, and PL/I. An equal opportunity/affirmative action employer.



BENEDICT COLLEGE Faculty/Administrative Positions 1992-93

Benedict College anticipates the following faculty and administration openings for the 1992-93 academic year. Salaries will be offered commensurate with qualifications and experience. Filing of positions is contingent upon availability of funds.

ACCOUNTING: Doctorate degree in Accounting or Accounting/Finance. Teaching and/or professional experience desired.

BIOLOGY: Doctorate degree in Biology preferred; Master's degree in Biology considered. Teaching and/or professional experience preferred.

CHEMISTRY: Doctorate degree in Chemistry with concentration in Physical Chemistry. Teaching and/or professional experience preferred.

COMPUTER SCIENCE: Doctorate degree in Computer Science sought; (will consider dissertation level applicant).

CRIMINAL JUSTICE: Doctorate in Criminal Justice or Criminology sought; doctorate degree in Sociology with master's degree in Criminal Justice considered.

JOURNALISM/MEDIA ARTS: Doctorate degree in Journalism, Communications, or Media Arts with extensive professional or teaching experience and proficiency in desktop publishing, video and audio production, media management, sales and marketing.

DIRECTOR OF ENROLLMENT MANAGEMENT: To direct the Enrollment Management Program, to include developing and managing a comprehensive marketing and recruitment plan. Qualifications include a master's or higher degree in Student Services, Counseling, Higher Education Administration, or other related fields; as well as three to five years' experience in higher education administration with emphasis on recruitment and other specific areas of responsibility.

APPLICATION PROCEDURE: A letter of application, resume, official transcripts, and three letters of recommendation should be sent to Dr. Ruby W. Watts, Vice President for Academic Affairs, Benedict College, Hardwood and Bland Streets, Columbia, South Carolina 29204.

DEADLINE FOR RECEIPT OF MATERIALS: May 22, 1992 or until positions are filled.

Benedict College is an Equal Opportunity, Affirmative Action Employer.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT invites applications for the following full-time instructor positions:

INSTRUCTOR IN ACCOUNTING—Moorpark College
Closing 6/2/92

INSTRUCTOR IN BIOLOGICAL SCIENCES—Moorpark College
Closing 6/2/92

INSTRUCTOR IN SOCIOLOGY—Moorpark College
Closing 6/2/92

INSTRUCTOR IN ENVIRONMENTAL HAZARDOUS MATERIAL SAFETY TECHNOLOGY/INDUSTRIAL SAFETY—Oxnard College
Closing 6/1/92

INSTRUCTOR IN ENGLISH (2)—Oxnard College—Closing 6/4/92

INSTRUCTOR IN MATHEMATICS (2)—Oxnard College
Closing 5/29/92

INSTRUCTOR IN PHILOSOPHY—Oxnard College—Closing 5/29/92

INSTRUCTOR IN ENGINEERING/MATH—Ventura College
Closing 6/1/92

PHYSICAL EDUCATION COACH—Ventura College
Closing 6/1/92

Contact Personnel Services for an application packet:
Ventura County Community College District
71 Day Road, Ventura, CA 93003 • (805) 654-6424

The Ventura County Community College District is an Affirmative Action, Equal Opportunity Employer and actively seeks the candidacy of ethnic minorities, women, disabled and Vietnam-era veterans.

Early Childhood/Elementary Education: Assistant Professor in Early Childhood/Elementary Education, University of South Florida, Spring, 1992. Position is open for teaching experience preferred. Research and/or administrative experience in the field of early childhood education is a plus. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: Indiana-Wabash College invites applications for the tenure-track position of Assistant Professor of Education. Qualifications include an earned doctorate with emphasis on secondary education and computer studies. Also, one should have the ability to coordinate the field experience program and supervise student teachers. Experience as a school administrator or supervisor would be beneficial. The position will begin on September 1. Indiana-Wabash College, 200 West Main Street, Wabash, IN 46787. Applications will be reviewed beginning May 15. Indiana-Wabash College is an Equal Opportunity, Affirmative Action Employer.

Education: Assistant Director/Counseling and Career Services, Marquette University, a Catholic, co-educational institution enrolling 3500 students in graduate and undergraduate programs is seeking an Assistant Director/Counseling and Career Services. A minimum of four years' experience in counseling and career services is required. Send letter of application and resume to: Personnel Services, Marquette University, 2607 North Dodge Road, Arlington, Virginia 22207, EOE.

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: Assistant Professor of Education, Northeast State University invites applications for a full-time tenure-track position as Assistant Professor of Education. Responsibilities: Teach graduate and undergraduate classes; coordinate research and scholarly research; publish and present research; provide service to the community. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: A position in the Department of Education and Psychology to teach upper-level courses in the field of education and psychology. The position requires a Ph.D. in Education or Psychology and a minimum of three years' experience in teaching and/or research. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

MOUNT ST. MARY'S COLLEGE 1992-93 Full-time Openings

Mount St. Mary's College, a Catholic liberal arts college primarily for women with 1200 students enrolled on two campuses, seeks outstanding applicants for the following positions:

DIRECTOR OF WEEKEND COLLEGE: Implement a weekend college on the West Los Angeles (Chalon) campus beginning Fall, 1992. Goal: 50 adult students. Program: B.A. Liberal Arts and U.S. Business. Qualifications: Ph.D. preferred and eligibility for faculty appointment; thorough knowledge of higher education with expertise in curricular development, budget management, programming, and marketing for adult learners; excellent communication and interpersonal skills and willingness to work weekends. Twelve month appointment.

BUSINESS DEPARTMENT CHAIR: Teaches in and administers undergraduate program of 70 majors and five full-time faculty. Ph.D. preferred and teaching experience required.

PSYCHOLOGY: Assistant Professor. Qualifications: Ph.D. and ability to teach a wide range of undergraduate courses with emphasis in learning and social psychology. Please send letter of application by May 22, 1992, with vita and three professional references to:

Dr. Jacqueline Powers Doud, Academic Vice President
Mount St. Mary's College
12001 Chalon Road
Los Angeles, California 90049

EO/AA employer - minorities and women are encouraged to apply.

DEPARTMENT OF DEFENSE POLYGRAPH INSTITUTE

Full-Time Research Positions Available in Physiological Detection of Deception

The Department of Defense Polygraph Institute (DDPI) is currently looking to fill three positions: two GS-11 positions, Salary Range: \$32,423-\$42,150; and one GS-13 position, Salary Range: \$46,210-\$60,070.

Persons applying for the GS-11 position should have training and experience in the use of statistics, computer-assisted physiological data collection, and research design.

Persons applying for the GS-13 position should have training and experience as listed above as well as the ability to engage in and develop independent research.

The Institute is currently conducting research on cardiovascular measures and physiological detection of deception/concealed information.

Contact Dr. Barbara Carlson, DDPI, (205) 848-4584 for more information. Send resume and three letters of recommendation to: Dr. Barbara Carlson, DDPI, (205) 848-4584 for more information. Send resume and three letters of recommendation to: Dr. Barbara Carlson, DDPI, (205) 848-4584 for more information. Send resume and three letters of recommendation to: Dr. Barbara Carlson, DDPI, (205) 848-4584 for more information.

MORRIS COLLEGE

Morris College, a private and predominantly black, four-year liberal arts college in Sumter, SC is seeking applicants to fill the following positions:

ASSISTANT/ASSOCIATE PROFESSOR OF HISTORY: To teach four to five (12 to 15 credit hours) courses each semester in World Civilization and American History. Must have a Ph.D. in History. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

SYSTEMS ANALYST: Seeking a person to design and develop appropriate Computer Systems and to write, install and modify software as part of the College's Program of Institutional Research, planning and institutional evaluation. Must have a Bachelor's degree in Computer Science, Information Management Systems or related field and two years of experience as a Systems Analyst, Programmer Analyst or related position. Experience with PC/XT software preferred but not required. This is a temporary position funded under a grant that expires in three years. Effective immediately. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: Assistant Professor of Education, Northeast State University invites applications for a full-time tenure-track position as Assistant Professor of Education. Responsibilities: Teach graduate and undergraduate classes; coordinate research and scholarly research; publish and present research; provide service to the community. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: A position in the Department of Education and Psychology to teach upper-level courses in the field of education and psychology. The position requires a Ph.D. in Education or Psychology and a minimum of three years' experience in teaching and/or research. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Cypress and Fullerton Colleges are seeking instructors who represent multi-cultural diversity of our students and community. Our major commitment is to quality education and to providing a well-rounded education for every student.

Applications are currently being accepted for the following positions:

CYPRESS COLLEGE
Music Instructor
Deadline for applications:
May 22, 1992

FULLERTON COLLEGE
Business/Management Instructor
Deadline for applications:
June 5, 1992

Computer Info. Systems Instructor
100% Temporary Contract
1992 Fall Semester Only
Deadline for applications:
May 29, 1992

Division Dean, Fine Arts
Deadline for applications:
May 29, 1992

The filling of these positions is contingent on available funding. Located in Orange County, 40 miles southwest of Los Angeles, Cypress and Fullerton Colleges are part of the North Orange County Community College District serving 18 cities in 16 school districts. In addition to the two colleges, the NOCCCD includes a large Adult Education Division and a variety of Community Services programs. The District serves approximately 97,000 students in its continued college and adult education programs.

The NOCCCD offers a generous benefits package, which includes health insurance and competitive salaries. We are committed to affirmative action and enthusiastically encourage applications from qualified women, minorities, and disabled individuals.

If joining our faculty interests you, please call or write for an application form, which must be returned by the deadline dates:

North Orange County Community College District
Office of Human Resources
1000 North Lemon Street
Fullerton, CA 92632-1318
Phone: (714) 871-4030; FAX: (714) 738-7853

NORTHWEST OKLAHOMA STATE UNIVERSITY

A four-year, state-supported institution with an enrollment of 20 students, Northwest must fill the following positions. Address all inquiries to Dr. Timothy Zwick, Vice President for Academic Affairs, NWOSU, Alva, OK 73717.

Computer Science
Instructor or assistant professor to teach introductory and upper-level computer science courses beginning Fall 1992. One year of experience with second year courses. Master's degree required. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Media Center
Director needed to administer services of instructional media and coordinate the television instruction program. Bachelor's degree in library media required; Master's degree desirable. Application deadline: May 22, 1992.

Learning Center
Director needed to initiate and develop a university learning center and to assist in coordination of assessment activities. Bachelor's degree required; doctorate preferred. Application deadline: May 22, 1992.

Equal Opportunity, Affirmative Action Employer.

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

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UNLV — one of the "rising stars of American higher education"

U.S. NEWS & WORLD REPORT
OCT. 16, 1989

Here's Why:

- ▲ UNLV's academic programs are receiving national and international recognition.
- ▲ UNLV is among the fastest growing universities in the nation. Fall 1991 enrollment reached 19,562, a 7.4 percent increase over the previous year.
- ▲ UNLV is a comprehensive Ph.D.-granting institution dedicated to both research and teaching. New Ph.D.s include history, computer science, and civil engineering.
- ▲ UNLV recently opened the nation's only National Supercomputing Center for Energy and the Environment, housing a Cray Y-MP supercomputer.
- ▲ UNLV attracts millions of dollars annually in public and private support for research. More than 30 research centers enrich the university and the community.
- ▲ UNLV's Jazz Ensemble was named 1990 National Champion, and the Performing Arts Center regularly presents internationally recognized artists.
- ▲ UNLV is home to the 1990 NCAA National Champion men's basketball team. UNLV student athletes have competed successfully on a national level in all 14 intercollegiate programs.
- ▲ UNLV will break ground for classroom, architecture, and physics buildings totaling more than 250,000 square feet at a cost of \$49 million.
- ▲ UNLV has been named for three consecutive years to *U.S. News and World Report's* list of "up and coming" universities.
- ▲ UNLV offers an exciting, dynamic campus life, which includes 14 fraternities and 7 sororities, plus numerous other student organizations and activities.

If you're a "rising star" in your career in teaching or research, you may want to move up to UNLV.

Look for position announcements in the classified section of the *Chronicle of Higher Education* throughout the academic year.

AA/EEO

RECREATION

West Georgia College invites applications for a tenure-track faculty position to begin in September, 1992. Criteria include doctorate in therapeutic recreation, commitment to research and professional growth, and willingness to travel for supervision and recruitment. Teaching experience and NCTRC certification desirable. Apply to Dr. Lynne P. Oshin, Chair, Department of Physical Education and Recreation, School of Education, West Georgia College, Carrollton, Georgia 30118 (404) 836-5530.

An equal opportunity, affirmative action employer.

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Education: A position in the Department of Education and Psychology to teach upper-level courses in the field of education and psychology. The position requires a Ph.D. in Education or Psychology and a minimum of three years' experience in teaching and/or research. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

Athletics/Physical Education

Two positions available 1) Head Women's Volleyball Coach, 2) Head Baseball Coach. Experience in at least one of the following academic areas: Pedagogy, Exercise Science, and/or Recreation Management. Master's degree required. Doctorate preferred. The University requires the signing of an unconditional Waiver of Employment. Send letter of application and resume to: Dr. Ryan Colford, Vice President for Academic Affairs, Indiana Wesleyan University, 4201 S. Washington St., Marion, IN 46953.

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

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Patrick Henry Community College P. O. Drawer 5311 Martinsville, VA 24115-5311 (703) 638-8777

College: Nestled in the scenic foothills of the Blue Ridge mountains midway between Greensboro, North Carolina and Roanoke, Virginia, Patrick Henry Community College is a comprehensive two-year college serving the City of Martinsville, Henry and Patrick Counties, and portions of Franklin County. The service region is highly industrialized in both furniture and textiles and has a population of approximately 100,000. There are numerous recreational opportunities including nearby Smith Mountain Lake and occupational/technical curricula with a full-time enrollment of 2500 students.

Dean of Academic and Student Development Services (Position #FA034/C-82)
The function of the Dean of Academic and Student Development Services is to plan, schedule, implement, and evaluate all credit and non-credit courses and programs, academic support activities, and student development services activities at the College including the preparation, management, and analysis of instructional and student development services budgets. The Dean is responsible for the overall academic and student development services of the College.

Qualifications: Master's degree from an accredited institution, community college administrative and teaching experience, proven leadership and management skills. Candidates should possess a demonstrated skill in faculty and student relations, curriculum development, and exhibit a capability for providing dynamic and forward leadership and a thorough understanding of and commitment to the mission of the community college.

Salary: \$52,845-\$56,015
Starting Date: August 1, 1992, or as soon thereafter as possible.
Application Deadline: 4:00 p.m. Friday, June 5, 1992.
English Instructor, full-time, 9-month (Position F0051/C-93)
Teach college level English classes with primary assignment in developmental English. Must exhibit ability to teach a variety of courses utilizing multi-sensory approach.

Math Instructor, full-time 9-month (Position F0060/C-64)
Teach introductory college level mathematics courses with primary assignment in Developmental Mathematics.

***Reading Instructor, full-time, 9-month (Position G0044/C-85)**
Teach developmental reading classes and work with the special needs students. Position will include teaching and reading and working one-on-one with disabled or other special needs students. Must utilize multi-sensory instructional approach. *Continuation of position contingent upon grant funding.

Nursing Instructor, full-time, 9-month (Position F0068/C-68)
Teach technical/critical component of Medical-Surgical courses. Plan, supervise, coordinate and evaluate students in clinical areas.

Office Administration Instructor (OAI) full-time, 9-month (Position F0064/C-47)
50% Release time will be provided to coordinate off-campus instruction for Business, Industry, Government, Training, and Education Center (BIC TECH) program to areas business and industry. Develop training and evaluation materials; serve as liaison to business and industry. Supervision-related Zenger Miller training for industry, office, and manufacturing personnel.

Qualifications: 10 years' related occupational experience required. Bachelor's degree in Management or related field preferred. Specific experience or background in community college operations; working knowledge of word processing and other office administration courses such as WordPerfect and Microsoft Word. Teaching experience in word processing desirable. Excellent organization and communication skills required.

Starting Date: August 16, 1992.
Salary: \$23,850-\$28,571 for all 9-month faculty positions.

Planning and Research Coordinator (Position F0059/C-68)
Directs all facets of the college's planning activities. Provides leadership in updating the institutional master plan and other projects related to agency planning, evaluation, and institutional research. Applies diverse analytical and evaluation methods; forecasts future long range planning needs; develops problems and proposes alternative methods of implementation for solutions.

Qualifications: Graduation from an accredited college or university with major course work in planning, public, business or educational administration, operations research or a related field. Considerable knowledge of college organizational functions, of data collection methods and techniques; of statistical analysis and interpretation; of sampling methods and techniques; of word processing and other office administration courses such as WordPerfect and Microsoft Word. Teaching experience in word processing desirable. Excellent organization and communication skills required.

Salary Range: \$26,191 to \$38,463, commensurate with education and experience.
Starting Date: August 1, 1992 or as soon thereafter as possible.

Application Deadline: 4:00 p.m. Friday, June 12, 1992.
Applications: All applicants must submit an official Commonwealth of Virginia application form, resume, and official transcript referencing the position number. Applications and information may be obtained from and returned to:

Personnel Office
Patrick Henry Community College
P. O. Box 5311
Martinsville, VA 24115-5311
Telephone: (703) 638-8777 ext. 213
FAX Number: (703) 638-8469

Patrick Henry Community College is an Affirmative Action, Equal Opportunity Employer. Applications from qualified minorities earnestly solicited. The successful applicants must furnish proof of identity and employment eligibility.

Clinical, Chiropractic, and Basic Science Instructors Needed

Send Resume to:
Parker College of Chiropractic
Faculty Search
2500 Walnut Hill Lane
Dallas, Texas 75229-5666
"An Equal Opportunity Employer"

Education: Full-time teaching position in middle and secondary education to begin August, 1992. Ph.D. preferred. Rank and salary commensurate with experience. AA/EEOE. Send resume and three letters of recommendation to: Dr. Robert B. Smith, Director of Early Childhood/Elementary Education, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Salary commensurate with experience. AA/EEOE. Letter of application and three letters of recommendation to: Personnel Services, University of South Florida, 4201 Bruce B. Baker Blvd., Suite 200, Tampa, FL 33620-5000. Closing date: May 15, 1992.

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1. The first group of respondents (10%) was made up of people who had been involved in the project for a long time (more than 10 years). They were mostly men, with a high level of education and a high level of income. They were mostly from the private sector, but some were from the public sector. They were mostly from the capital city, but some were from other cities. They were mostly from the middle class, but some were from the upper class. They were mostly from the private sector, but some were from the public sector. They were mostly from the capital city, but some were from other cities. They were mostly from the middle class, but some were from the upper class.

Office of Biological Services, U.S. Fish and Wildlife Service, Washington, D.C. 20540.

Director, Capital Campaign

Beth Israel Hospital, a 504-bed major Harvard Teaching Hospital, offers highly competitive salaries and a Flexible Benefit Program that enables employees to choose coverages that best meet their needs. We also provide 34 days of paid time-off per year, tuition reimbursement, an on-site health promotion program and fitness center, and an on-site child care center. Please send resumes to Mary K. Elliot, Snelling & Kolb, Inc., 17 Lee Street, Suite 6, Cambridge, MA 02139.

Wake Forest University is an Affirmative Action,
Equal Employment Opportunity Employer

Wake Forest University is an Affirmative Action,
Equal Employment Opportunity Employer

**ASSOCIATE DIRECTOR
OF RESIDENTIAL LIVING**

DREXEL UNIVERSITY
Philadelphia, Pennsylvania

Division of Student Life

Drexel University is a private coeducational, non-sectarian university with an enrollment of about 13,000 students. It is located in the University City area of West Philadelphia, an area with a concentration of educational, scientific, research and industrial resources. Drexel University consists of six colleges and operates one of the largest mandatory cooperative educating programs in the nation.

RESPONSIBILITIES: Management responsibilities for assignments, billing and departmental monetary transactions, data base systems, Summer Conference Program; assistance in developing departmental budget, occupancy management strategies; supervision of administrative assistant.

QUALIFICATIONS: Master's degree in Student Support Services, Higher Education Administration or related field.

Smithsonian Institution Libraries

Automation Librarian? The Smithsonian Institution has a federal career opening to the Smithsonian Institution Libraries, Washington, D.C. for an Automation Librarian (GS-153,353) to manage and direct all aspects of the Smithsonian Institution Research Information System (SRIS). Incumbent will focus on linking the system to other Smithsonian Institution systems and external networks as well as converting, implementing as well as administering the circulation network. Will serve as resource to staff and users. Will coordinate the entire SRIS project. Will coordinate the development of reports from all modules of SRIS for Smithsonian Institution libraries staff. Applicants must be U.S. Citizens. For full details, please call 202-287-5102 (24-hour Toll-Free Touch-Tone Activated/Automated Record Query Center), write U.S. National Archives and Records Administration, NND-3034N and a full application package. Applications will be received by July 8, 1992.

Phylogenetic Librarian? The Smithsonian Institution has a federal career opening to the Smithsonian Institution Libraries, Washington, D.C. for an Automation Librarian (GS-153,353) to manage and direct all aspects of the Smithsonian Institution Research Information System (SRIS). Incumbent will focus on linking the system to other Smithsonian Institution systems and external networks as well as converting, implementing as well as administering the circulation network. Will serve as resource to staff and users. Will coordinate the entire SRIS project. Will coordinate the development of reports from all modules of SRIS for Smithsonian Institution libraries staff. Applicants must be U.S. Citizens. For full details, please call 202-287-5102 (24-hour Toll-Free Touch-Tone Activated/Automated Record Query Center), write U.S. National Archives and Records Administration, NND-3034N and a full application package. Applications will be received by July 8, 1992.

[illegible]

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —

every week in The Chronicle

Dean, Sheldon Jackson College, 84
coin Street, Sitka, Alaska 99833. AA





Superintendent/President Gavilan Joint Community College District Gilroy, California

Selected Qualifications
EDUCATION AND BACKGROUND
A master's degree is required and a doctorate degree is preferred. Leading candidates will have senior leadership experience in progressively responsible positions in higher education, preferably in a community college setting.

POSITION PROFILE
Gavilan College seeks a president who is a successful leader with the following demonstrated qualifications:

- Knowledge of and commitment to the mission of community colleges.
- A special interest in teaching, learning, and educational innovation.
- Understanding of and sensitivity to cultural diversity and a desire to celebrate that diversity.
- The ability to establish a sense of community among employees, community members and students, and to foster a climate which encourages teamwork.
- Visionary and future-oriented higher educational leadership, with the ability to understand new and emerging needs of District communities and to develop programs and resources to meet those needs.
- Political astuteness and the ability to effectively bring the needs of the District to the attention of the State Chancellor's Office, state and federal legislators, and local government agencies.
- An understanding of the business community and the College's relationship to economic development.
- Commitment to participation and shared governance that includes faculty, classified, trustees, and students, and an understanding of all elements of AA 1723.
- A thorough understanding of community college fiscal matters, the ability to raise outside funding, and a skill in budget development and financial management.
- Recognition of the important contributions of all employees.
- Understanding of the planning process and the need to involve all college constituencies.
- Commitment to collaborative, collective bargaining in the academic setting.
- The ability to work effectively with the Board of Trustees and an understanding of the roles of the Board and the Superintendent/President.
- Commitment to non-discrimination and affirmative action.
- Recruitment and retention of under-represented students and staff.

PERSONAL CHARACTERISTICS
(1) A personality that is open, trusting, imaginative, and collegial (2) Stamina and enthusiasm for hard work (3) Personal, visionary leadership (4) A sense of humor, (5) concern for people.

THE APPLICATION PROCESS
A letter of application responding to the selected qualifications as listed in this announcement. This includes education and background, position profile and personal characteristics, current résumé, the names, addresses and telephone numbers of six to eight references to include supervisors (current or former), subordinates, faculty members, and colleagues.

Nominations and applications will be received until the position is filled. Because the Presidential Search Committee will begin screening candidates in mid-June, 1992, the submission of applications is encouraged prior to that date. Nominations, applications, and expressions of interest should be submitted to: Dr. John D. Randall, Presidential Search Committee, 5535 Santa Teresa Boulevard, Gilroy, California 95020-9599.

The applications will be reviewed by a screening committee representing the constituencies of the District. The committee will select candidates to be interviewed and will interview the finalists and make a selection sometime in July, 1992.

Gavilan College does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap or disabled veteran status in the provision of educational services and programs, or in the employment process, pursuant to Federal and State statutes and regulations pertaining to unlawful discrimination. For information, contact: Dr. John D. Randall, 229 Calle del Varano, Palm Desert, California 92260; 619-568-0136.

An ACCT Search

Executive Director's Position Donelson Christian Academy Nashville, Tennessee

Donelson Christian Academy (DCA), a twenty-two year old Christian school of 750 students in grades K4 through twelve, is seeking to fill the position of Executive Director. DCA places high emphasis on Christian principles, offers challenging academic and sports programs, and also has an extended day service and an active parent-teacher organization. Students are encouraged to excel while developing their potential in the college preparatory program. The Executive Director will report directly to the board of directors and possess the ability to work cooperatively with the board of directors, parents, students, faculty, staff, and the community.

Duties include:

1. Manage the school's administrative functions and implement, maintain and enhance DCA's overall academic position and spiritual growth.
2. Nurture and enhance the Christian emphasis of the school.
3. Promote positive public relations and build an advocacy for Christian education at the school and in the community.
4. Take an active role in marketing and fund raising.

The ideal person must have a master's degree and experience is preferred. Qualified candidates should send a cover letter and resume to Mr. Don Baskin, in care of Donelson Christian Academy, 3151 Stafford Drive, Nashville, TN 37214. Deadline for accepting resumes is May 15.

Student Development Director of the Service Learning Program
Applications are now being accepted for this position, which is a ten-month administrative position within the Office of Student Development, beginning August 1st. The Director supervises and coordinates all student community service activities through the Service Learning Program and the Student Development Program. Responsibilities include: developing a volunteer site and internship, recruiting and placing students within the Western County area and serving as a liaison with constituencies. A bachelor's degree is required; two years' experience or strong community service background desired. For more information, contact: Anne Wright, Dean of Student Development, Box E-195, Earlham College, Richmond, Indiana 47404. Earlham is an AA/EEO institution. Minorities, Quakers and women are especially encouraged to apply.

Student Personnel/Residence Life: Shared position as Fraternity Court Advisor and Resident Director, reports to Dean of



West Valley-Mission Community College District SARATOGA, CALIFORNIA

SEARCH FOR A CHANCELLOR

After seven years of successful leadership as Chancellor of the West Valley-Mission Community College District, Dr. Gustavo A. Mellander has been appointed Professor and Director of the Center for Community College Education at George Mason University.

The Board of Trustees invites nominations and applications for the position of Chancellor. The Chancellor is the chief executive officer of the District and reports to a locally elected seven-member Board of Trustees. The Chancellor provides educational leadership for the District in cooperation with the college presidents and serves as chief administrative officer responsible for planning, organizing and evaluating the resources, programs and services of the District.

Candidate Qualifications should include:

- An advanced degree from an accredited institution (an earned doctorate is preferred).
- Successful senior level, postsecondary administrative experience. At least two years in a community college is preferred.
- Successful postsecondary teaching experience. Community college experience is preferred.
- Demonstrated ability to effectively interact with persons of diverse socio-economic and ethnic backgrounds.

Application Process:

- All of the following are needed for any candidate to have full consideration: a letter of application;
- A completed Application for Certificated Management Employment;
- A résumé of educational, community and professional experience;
- A completed supplemental questionnaire;
- Names, addresses and telephone numbers of five references to include a broad representation of subordinates, faculty members and colleagues.

Nominations and applications will be received until the position is filled. The committee will begin its formal screening process by June 17, 1992, all candidates are encouraged to apply by 5 p.m. on that day.

*For employment announcement, application and supplemental questionnaire please call/write:

Mr. Tony N. Brown
Human Resources Employment
West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, California 95070-3698
(408) 741-2000

West Valley-Mission Community College District is located in the heart of the Santa Clara/Silicon Valley, approximately 30 miles south of San Francisco in the San Jose metropolitan area.

AA/EOE

PRESIDENT

The Carnegie, a multi-institutional private and public art, science, and history museum and library complex in Pittsburgh. Founded in 1895 by industrialist Andrew Carnegie, the Carnegie Museum of Art, the Carnegie Museum of Natural History, the Carnegie Library of Pittsburgh, the Carnegie Music Center, and the Carnegie Museum of Science, are part of the Carnegie complex. The Carnegie Museum of Art, known for its international Carnegie International exhibitions of contemporary art, the Carnegie Museum of Natural History, the sixth largest museum of its kind in the country, the Carnegie Science Center, a state-of-the-art, interactive \$40 million facility which opened in October 1991; the Carnegie Library of Pittsburgh, the central city library which includes 20 branch locations; and the Carnegie Music Center, a 2,000-seat performing arts hall. The Institution is also responsible for the development of the Andy Warhol Museum, which will open in Pittsburgh in 1994. Since 1988, The Carnegie has raised \$125 million in a capital campaign.

The role of the President is to provide leadership for all divisions and to coordinate the overall fund raising, strategic planning, and fiscal management of the Institution, which has annual expenditures of approximately \$50 million and a staff of 1,600 full- and part-time employees.

Candidates should have a successful track record in fund raising, community and government relations, and long-range planning. They should be adept at working with a large Board and be able to effectively represent and involve the Institution on a local, state, national, and international level. Applicants should have a strong scholarly background as well as considerable administrative experience. Applications should be submitted by June 30 to Chairman, Search Committee, The Carnegie, 4400 Forbes Avenue, Pittsburgh, PA 15213.

degree in special education, counseling, rehabilitation, or related field and experience in higher education. Preference given to experience in learning disabilities. Salary and fringe benefits commensurate with position. Position available September 1, 1992. Send letter, resume, and references to: Personnel Services, The State University of New York at Albany, 1400 Washington Avenue, Albany, NY 12243-0001. For more information, contact: Dr. John D. Randall, 229 Calle del Varano, Palm Desert, California 92260; 619-568-0136.

Student Union: Applications are currently being accepted for the position of Associate Director of the Campus Activities Center at The Wichita State University, a state-supported, urban, commuter university located in the largest metropolitan area in the central United States. The campus has over 20,000 students and an annual budget of over \$50 million. The Associate Director will have primary responsibility for areas of marketing, business affairs, and a liaison with the community. The position also provides direction to the Associate Director of the Center for the Performing Arts, which includes a book store, recreation center, and student operations, personnel, and student activities. Three-year agreement with previous contract. The position requires a master's degree and experience in student personnel, budget, business affairs, and a liaison with the community. The position also provides direction to the Associate Director of the Center for the Performing Arts, which includes a book store, recreation center, and student operations, personnel, and student activities. Three-year agreement with previous contract. The position requires a master's degree and experience in student personnel, budget, business affairs, and a liaison with the community.

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Bulletin Board (202) 466-1050



PRESIDENT

THE UNIVERSITY OF TEXAS AT AUSTIN

Nominations and applications from qualified and interested candidates are sought for President of The University of Texas at Austin. The position is a full-time, permanent position. The President is the chief executive officer of the University and is responsible for the overall management and leadership of the University.

U.T. Austin, established in 1883, is the oldest and largest institution of higher education in the state. The University enrolls just under 50,000 students, with 28,000 undergraduate students and 22,000 graduate students. The University is a comprehensive research university offering a full range of graduate and undergraduate academic programs, many of which are nationally and internationally recognized. A total of 273 degree programs, 140 doctoral level, are offered through the following colleges and schools: Architecture, Business Administration, Communication, Education, Engineering, Fine Arts, Law, Liberal Arts, Graduate School of Library and Information Science, Natural Sciences, Nursing, Pharmacy, Lyndon B. Johnson School of Public Affairs, and Social Work.

U.T. Austin has outstanding facilities, is a well endowed public university, with more than 1,000 endowed faculty positions spread throughout its various academic units, has one of the nation's finest libraries, and has a strong research and public service tradition. The President is the chief administrative officer of the University and reports to the Executive Vice Chancellor for Academic Affairs of the University of Texas System. Candidates for the presidency should be highly regarded within the national academic community, possess an earned doctorate, have a strong academic background, have strong academic leadership skills, and have demonstrated a devotion to excellence in research and teaching, have demonstrated leadership ability in a large complex organization, present a strong commitment to and experience with development of diversity, have a solid record of institutional development experiences, and possess the ability to communicate a vision of the University to faculty, students, alumni, the international community of scholars, and other constituencies.

Letters of application or nomination will be accepted until June 1, 1992. After that date, the Advisory Committee or the Board of Regents may request and consider credentials from additional candidates nominated from other sources. All nominations and applications (with supporting materials) should be addressed to:

Advisory Committee for the Selection of a President at U.T. Austin
c/o The University of Texas System
601 Colorado Street
Austin, Texas 78701

An Equal Opportunity, Affirmative Action Employer

President EDUCOM

The Board of Trustees of EDUCOM announces the search for a President.

EDUCOM is a consortium of over 800 of the nation's leading colleges and universities which was formed in 1984 to lead and support the higher education community in taking maximum advantage of information technology in carrying out its mission. EDUCOM is a nonprofit 501(c)(3) corporation, employing 24 persons with an annual operating budget of about \$5 million. The office is located in Washington, D.C.

QUALIFICATIONS: The ideal candidate for this position will be an experienced information technology executive who has served in senior leadership and management roles within institutions of higher education. The candidate must have a strong background in information technology, a strong understanding of the needs of higher education, and a strong commitment to the advancement of higher education. The candidate must also have a strong understanding of the needs of higher education and a strong commitment to the advancement of higher education.

PROCEDURE FOR CANDIDACY: Interested candidates should direct confidential inquiries to EDUCOM's Consultant:

Dr. Ira W. Krinsky
Post Office Box 93127
Pasadena, California 91103
ATTN: P/E

(Telephone: 818-888-3311 • FAX: 818-888-1881)

EDUCOM is an equal opportunity employer and encourages the applications of women and minorities. The search will continue until an appointment is made. Screening begins immediately. The position is available on January 1, 1993.

Susannah University, Selinsgrove, Pennsylvania 17870. Applications reviewed until position is filled. AA/EOE.

Veterinary Science Resident in Veterinary Diagnostic Pathology position available at South Dakota State University, Animal Disease Research and Diagnostic Laboratory, 450 Veterinary Building, Brookings, SD 57007; phone: (605) 688-3171. Send letter of interest and resume to: Dr. Alan W. Waples, Director, Veterinary Diagnostic Pathology, South Dakota State University, 450 Veterinary Building, Brookings, SD 57007. For more information, contact: Dr. Alan W. Waples, Director, Veterinary Diagnostic Pathology, South Dakota State University, 450 Veterinary Building, Brookings, SD 57007. For more information, contact: Dr. Alan W. Waples, Director, Veterinary Diagnostic Pathology, South Dakota State University, 450 Veterinary Building, Brookings, SD 57007.

Reference to David Zeman, DVM, PhD, Department of Veterinary Science, South Dakota State University, 450 Veterinary Building, Brookings, SD 57007; phone: (605) 688-3171. Send letter of interest and resume to: Dr. Alan W. Waples, Director, Veterinary Diagnostic Pathology, South Dakota State University, 450 Veterinary Building, Brookings, SD 57007. For more information, contact: Dr. Alan W. Waples, Director, Veterinary Diagnostic Pathology, South Dakota State University, 450 Veterinary Building, Brookings, SD 57007.

PRESIDENT

Hudson County Community College

The Board of Trustees of Hudson County Community College seeks an extraordinary educational leader interested in an opportunity to truly make a difference in an urban community college where the richness of diversity is taken for granted. The President is the chief executive officer and reports to the Board of Trustees.

Founded in 1976, the College is an open-access, urban community college whose 2,800-student enrollment is projected to grow to 7,000 by 1995. Dispersed throughout Hudson County in northern New Jersey, across the river from New York City, the College is planning new, more centralized facilities from which it will deliver university transfer, more centralized facilities, adult basic and high school equivalent, vocational/technical education, adult basic and high school equivalent, and non-credit continuing education programs to an ethnically and internationally diverse population.

The College seeks a visionary president to foster the orderly long-range development of the College. Integrity, decisiveness, and the ability to motivate and listen to others will be required attributes. In addition, the President of HCCC should possess the following characteristics:

- Ability to work collaboratively to analyze current academic offerings and lead a strategic planning effort to meet the changing needs of students, the workplace, and the community.
- Ability to quickly assess the current strengths and resources of the College and, based on realistic priorities and timeliness, to deploy them effectively.
- Adept at identifying and developing funding sources to support desired programmatic results.
- Ability to construct a shared understanding with the Board of Trustees of the proper roles and responsibilities of each in the leadership and administration of the College.
- Experience relating positively with accrediting and licensing agencies.
- Experience building an effective administrative team and comfortable with collective bargaining in a collegiate setting.
- Ability to coordinate the consolidation and new construction of facilities.
- Superior communication capable of projecting a new image of dynamic energy and achievement for the College.

Nominations and applications should be sent to:

Joseph S. Sherrman, Secretary to the
Hudson County Community College
Presidential Search Committee
500 Plaza Drive
P.O. Box 3189
Secaucus, NJ 07096-3189

Applications should include a current résumé and a thoughtful letter describing the candidate's qualifications.

The Search Committee will begin reviewing applications on June 11, 1992. No candidate can be guaranteed full consideration if materials are received after that date.

Hudson County Community College is an AA/EEO employer. This search is funded by the Presidential Search Committee, a subsidiary of the Association of Governing Boards of Universities and Colleges.

AMERICAN HUMANICS, INC. "Education for Citizens With Human Service Organizations" President

American Humanics, in its 44th year, is a national association whose sole purpose is to recruit and prepare professionals for careers in youth and human service agencies.

This goal is achieved through partnerships among American Humanics, affiliated college and university campuses, and the eleven primary youth and human service agencies:

- American Red Cross
- Big Brothers/Big Sisters
- Boys Scouts
- Boys and Girls Clubs
- Camp Fire, Inc.
- Girl Scouts
- Junior Achievement
- YMCA
- YWCA

American Humanics seeks a President and Chief Executive Officer who possesses the following qualifications:

1. Recognized administrative leadership, including financial and program management.
2. Meaningful experience with youth or human service agencies.
3. A successful record in fund-raising.
4. Effective public relations talents, particularly in working with college and university personnel and representatives from the private sector.

American Humanics, headquartered in Kansas City, is governed by a 21-member Board of Directors, headed by a Chair and an Executive Committee.

Nominations and applications should be forwarded to:

Presidential Search Committee
American Humanics
4601 Madison Avenue
Kansas City, MO 64112

Source discipline, administrative experience in writing programs, and ability to teach introductory and elective courses. Responsibilities are progressively administrative, but this is a two-third faculty position. Annual Salary: \$23,000, benefits: AA/EEO. Letter, curriculum vitae, names of references to Humanics Search Committee, c/o Personnel Dept., The Cooper Union, New York, New York 10003.

SUPERINTENDENT

United States Merchant Marine Academy KINGS POINT, NEW YORK

The Maritime Administration, Department of Transportation, invites applications for the position of Superintendent, U.S. Merchant Marine Academy. The Academy is a fully-accredited, degree conferring, four-year institution of higher learning operated on a regimental-military basis, with its primary mission to train young persons to be licensed merchant marine officers motivated to sail on U.S. vessels, as well as Reserve Officers in the U.S. Armed Forces. The Superintendent is responsible for the operation and administration of the Academy.

Qualifications include demonstrated managerial and executive skills; sufficient academic credentials to direct the educational program; demonstrated knowledge of organizational functioning; ability to communicate effectively with a youthful population; demonstrated high-level public relations ability and demonstrated business acumen. Desirable qualifications are advanced degrees; responsible shipboard experience; and extensive knowledge of the U.S. maritime industry.

This is a Civil Service position in the Senior Executive Service. The salary range is \$90,000 to \$112,000. A copy of the official vacancy announcement and related forms may be obtained from the office identified below. Completed applications must be submitted to the office identified below by 8/14/92.

U.S. Department of Transportation
Maritime Administration
Office of Personnel (MAR-350)
400 7th Street, SW, Room 8101
Washington, DC 20590
Telephone: (202) 366-4141

PRESIDENT / CEO

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The President is the CEO of WAFCP, responsible for overall administration, day-to-day operations, and the implementation of the Board policy and program decisions. The President serves as the link between the membership and the Board and as the external representative of WAFCP.

Qualifications: Thorough understanding of issues affecting women and girls; leadership experience; and management, fund raising, program and communication skills. The candidate must have a commitment to building a multi-cultural organization which incorporates the experience and represents the needs of many communities of women.

Salary: Commensurate with experience.
Applications: Submit no later than June 5, 1992 a résumé and the names of two references to:

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End Paper

The Wonderful Stink
of a Printing Office

FROM "CARNIVORE" (1990), FORAS BY TEO MUGHER, ENGRAVINGS BY LEONARDO BASKIN

IT WOULD, I think, be useful to tell the tale of my happy defile into printing. The Yale Art School, where I was a student just before & during the first years of World War II, was Beaux-Arts & retardiere: Its masters kept a dead tradition alive & ruthlessly so; they were brutal in asserting their notions, opinions & attitudes. I was petulantly & zealously young & aggressively ardent. My crude makings bore little resemblance to my lofty aspirations & conceptions.

I was in a state of anticipatory arrogance. I had built a drawing style compacted out of Rossetian pre-Raphaelitism & Botticellian neo-platonism. These ill-drawn effusions were achieved in life-drawing class, deploying the lightest tonalities of pencilled graphite. Along would come the hateful master, & he would slash at my timid, pallid drawings with heavy charcoal, correcting my mistakes. . . . I rebelled against the repulsive criticisms. I cherished my incompetence. I nursed my bashed ego, & I appeared at life-class less & less.

There is at Yale a separate library housed within Sterling; it is called Linolian and Brothers Library & was founded in 1832. . . . One fair day, I chanced upon the shelves laden with books by & about William Blake. Confronting Blake plain & unexpected was like being struck by a locomotive. Here was model, praxis, paradigm, & example, an artist & poet coupled. He made his own strange & marvellous books; their impact was overwhelming, & I determined to learn to print. . . .

Three of Yale's colleges had printing presses, & I managed a relationship with the senior printer at Jonathan Edwards College, who handed me a key & access to bliss. Into that garden-shed printing office I plunged & saw for the first time a Chandler & Price foot-treadle press & handled Caslon types & decent English paper, & they in consort with rich black ink & typewashes make the wonderful stink of a printing office. The burning desire to print, implanted by Blake, had so seized me that no difficulty could stay my composing-sticked hand. My entire ignorance of printing history & woeful innocence of all printing practice & procedure did not prevent me from leaping into that messy, soul-satisfying cauldron. I did somehow manage to set & print a book of my own poetry; the true Gehenna Press incunabulum.

"The Gehenna Press: The Work of Fifty Years, 1942-1992" will be at the Bridwell Library, Southern Methodist University, Dallas, through May 16. It will then travel to the Grolier Club, New York City (September-November, 1992); the University of Delaware Library, Newark (January-March, 1993); the Robert W. Woodruff Library, Emory University, Atlanta (April-July, 1993); the Hunt Memorial Library, Carnegie-Mellon University, Pittsburgh (September-November, 1993); and other places through 1994.

The text above is by Leonard Baskin, owner of the press and visiting professor of art at Hampshire College. It is excerpted from the exhibition catalogue, which is published by the Gehenna Press and the Bridwell Library and distributed by the University Press of New England.

Prompted by a recent Education Department ruling, students have forced several universities to reconsider their policies on the confidentiality of written comments by admissions counselors.

The Education Department, in a case involving a former student at Harvard University, recently ruled that a federal privacy-protection law gives students the right to see any notes about them by admissions counselors reviewing their applications (*The Chronicle*, April 1). Most college officials had thought such comments were not covered by the law.

Following the ruling, both Harvard and the University of Pennsylvania complied with student requests to see such records.

Now students at Stanford and Wesleyan Universities are demanding to see their records. At Stanford, officials have decided to give students access to the records, but the university has announced that after this year, it will routinely destroy the comments before students enroll. The Education Department ruling said universities could destroy the records, as long as there was no pending request to see them.

At Wesleyan, a lawyer is reviewing the Education Department ruling. So far, the records have been kept from students.

Joshua A. Gerstein, the former Harvard student who sought the Education Department ruling, said he was pleased that students at other institutions were seeking their records. He said that, once students at more campuses had obtained their records, he would try to get a group of them together to analyze the comments.

The "strategic plan" under development at the National Institutes of Health may not lead to lots of new money for biomedical research after all.

Officials at the NIH have said that the plan, a long-range agenda for the institutes, would persuade Congress to provide extra funds by demonstrating the value of the research conducted.

But a senior official at the NIH now says that may not be the case. Leamon Lee, director of the Division of Financial Management at the NIH, says, "If you have a strategic plan, you will ask for additional dollars. But if you don't get them, then there will have to be tradeoffs. You'll have to decide between new things that you want to do and some old things that may not be reaping benefits. You've got to prioritize."

He adds that it is too early to say what will be included in the plan and which existing programs may be in jeopardy of cuts.

Mr. Lee made the remarks after being asked about a story in *Science* & *Government Report* that quoted an Administration memo warning of "false expectations in the science community" that the NIH plan would lead to more research funds.

Government & Politics

Colleges Are Pressed to Reconsider Ties
to Foreign Students and Companies

Some academic leaders fear emergence of xenophobia that could hurt higher education

By SCOTT JASCHIK

WASHINGTON

Some government officials are pushing colleges to reconsider their ties to foreign students, companies, and governments.

The officials say that universities must pay more attention to the nation's economic needs, but many academic leaders fear that the new pressures amount to xenophobia that may hurt higher education.

The debate is playing out in many ways:

■ Last week, the House of Representatives science subcommittee held a hearing on a bill that would require colleges applying for federal research grants to report to the government the names and nationalities of any foreign graduate students who might assist with the project, and to certify that no qualified Americans were available to perform the work.

■ The House Subcommittee on Human Resources and Intergovernmental Relations is expected in the next few weeks to issue a report on whether universities with technology-transfer programs are using federal funds to assist foreign companies. The panel's study started after hearings at which the Massachusetts Institute of Technology was criticized for its foreign ties.

■ The House Republican Research Committee is conducting a survey of research universities to assess their policies



Gene L. Woodruff of the U. of Washington's Graduate School: "Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity."

on "sharing technology with foreign entities which have contributed financially to your institution."

■ Robert M. White, Under Secretary of Commerce for technology, told a meeting of the American Association for the Advancement of Science last month that universities should be careful in establishing

research relationships with foreign companies. Such ties should be allowed only if American researchers gain access to foreign scientific information, he said. "Knowledge should be bartered, not sold," Mr. White said.

■ A provision in the House version of

Continued on Page A34

U.S. Mulls New Approach to Paying Overhead Costs of Research

By COLLEEN CORDES

WASHINGTON

The federal government is reassessing whether it is paying more than its fair share of the total costs of academic science.

Many universities say they are already so squeezed financially—and so overextended in the activities they are trying to support—that any attempt by the government to shift more of the bill to them would simply result in institutions' conducting less research.

The stage for the reassessment is a government-wide review of the current system for reimbursing universities for the overhead costs of research. The review is being conducted by a federal committee led by the White House Office of Management and Budget.

The government reimburses universities for direct costs of particular research projects and general overhead expenses, based on guidelines that define the kinds of expenses that can be charged to the government. Federal officials have long expected universities to share in the costs of federally supported research projects. But no one has ever defined exactly what each partner's fair share would be.

Prospect of Lower Rates

Now, prompted by the scandal over improper overhead charges at universities and the rising demand for federal research dollars, lawmakers and federal officials are



Dennis F. Dougherty, senior vice-president for administration at the U. of Southern California: "We don't even know what the current share is now, fair share or not."

closely examining whether the current system allows universities to receive too much federal money.

Many science-policy experts say the prospect of lower rates of reimbursement from the government for research costs—particularly for overhead—is real. The potential shift is intensifying pressure on institutions to adopt a new, less-comprehen-

sive definition of the research university. In the long run, a shift that forced universities to focus on their research strengths would be good for the nation, some experts maintain.

"It may mean you don't do world-class research in every area—that you can't afford to," says Daryl Chubin, a senior associate at the Congressional Office of Technology Assessment.

'Quite Unrealistic'

But Hanna H. Gray, president of the University of Chicago, argues that universities already have all the financial incentives they need to refocus their efforts. Shifting more research costs to universities could force the institutions to compromise the quality of their research, Ms. Gray says.

Universities are already struggling to improve undergraduate education, she says, so expecting them to do that and to pick up more of the tab for research "seems to me to be quite unrealistic."

If the government does explicitly change its policy to require universities to shoulder a larger share of research costs, that share may continue to climb every time Congress is strapped for money, suggests David J. Lyons, vice-president for business and finance at Rockefeller University.

"The question is, where do we stop—

Continued on Page A34

States Look at 2-Year Colleges as a Conduit to a Bachelor's Degree

Continued From Page A1
policy for the Education Commission of the States. "The real issue is, at the very time we need to insure greater access, we're shutting down the system and thinking of a variety of gimmicks to give the impression that we're not."

Indeed, proposals for using community colleges in new ways are already drawing criticism. Some educators warn that offering baccalaureate degrees at community colleges would dilute the quality of programs that are serving the students now enrolled at two-year institutions. Others say the changes would lead to fewer minority students enrolling at four-year colleges and universities.

No Room for the 'Average'

Supporters of the new ideas for colleges say their states have no choice. In Florida, State Rep. J. Keith Arnold says he proposed grants for private colleges that accept community-college graduates because public four-year colleges don't have room for more students. "Our public institutions are becoming more and more competitive, and only the children with the highest averages and the ability to pay the full freight are being accepted," he says. "The 'average' student doesn't get accepted to a Florida university anymore."

His legislation would pay private colleges for each community-college transfer student who enrolled. But grants and other state aid could not total more than half of what the state would spend to educate each student in the upper division of a public university. In 1991-92, that cost was \$3,000, says Edward L. Cisek, deputy director for finance for Florida's community colleges. Only secular institutions that have formal transfer arrangements with community colleges, specifying what credits can be transferred, would be eligible for the grants.

Community-college officials like the idea. "We are supportive of anything that will allow our graduates more access," Mr. Cisek says. Mr. Arnold concedes that some



Miami-Dade's Robert W. K. Beguristain: Offering baccalaureate degrees "might mean a great two-year college would turn into a mediocre four-year university."

legislators are hesitant about providing more money to private colleges as public universities are forced to cut back. "But they also know public colleges cannot handle the demands being placed on them, and they know the picture isn't going to change," he says.

Adding to the Burden?

The same picture has prompted a discussion of offering baccalaureate-degree programs at selected community colleges in Florida and elsewhere in the nation. Some educators warn that the shift would place additional burdens on community colleges, duplicate programs already offered at other colleges, and weaken the two-year mission. But at least one college president is enthusiastic.

"I think there is good reason for some limited upper-division opportunities at some community colleges," says Robert H. McCabe, district president of Miami-Dade Community College. "We're about four years away from a 20-per-cent

increase in high-school graduates, and the state is simply not prepared for that, so something has to be done." But that option is not without its drawbacks, he says.

"In the 60's, when many two-year colleges were becoming four-year colleges, they lost their commitment to occupational programs and to the open-door policy," Mr. McCabe says. "But we don't have the goal to be something else."

Community colleges should not abandon the associate degree as their "bread and butter" offering, says George Vaughan, associate director of the Institute of Higher Education at the University of Florida and former president of Piedmont Virginia Community College. "But there are certain reasons and certain times when it would be appropriate to offer education beyond the associate's degree, if the demand is so great that it's not being met by four-year institutions."

However, Robert West Kinsey Beguristain, president of the Student Government Association of

Miami-Dade's North campus, opposes offering baccalaureate programs there. "That might mean a great two-year college would turn into a mediocre four-year university," he argues.

Meanwhile, California lawmakers are eyeing the proposal to divert some prospective four-year students to community colleges for the first two years as a way to serve more students. It would also save the deficit-saddled state about \$25-million a year beginning in 1993-94, says R. Stuart Marshall, an education analyst for the Legislature. He says the state estimates that expenditures in the 1992-93 academic year for each new student will be \$2,700 at the California Community Colleges, \$4,400 at the California State University System, and \$6,000 at the University of California system. Those numbers, he says, provide a clear-cut rationale for shifting more students to two-year institutions.

Assemblyman Sam Farr's bill would require that the two university systems establish formal policies "whereby qualified freshmen may be voluntarily redirected to attend community colleges for their undergraduate classes."

Regents Must Approve Policy

At the University of California, the policy would not apply unless the regents approve it by resolution. The bill would guarantee a student who chooses that route a place for upper-division work in either system. That would not only save the state money, supporters say, but also ease the financial burden of a college education on students and their parents.

Mark C. Krause, a consultant to Assemblyman Farr, says: "When you can educate somebody for less at the community colleges, where the student-teacher ratio is better and you have more contact with the professor, there don't seem to be many reasons for not doing it."

Sal Damji, vice-president of the Associated Students at California State University at Northridge, says the proposal is a good one "as long as it's voluntary," and adds

that his organization would oppose any policy that isn't. He also says that because many students are eager to live on a campus and get involved in student activities, few of those already applying to four-year institutions may want to enroll at a community college.

Community-college officials say they like the idea, as long as they have enough money to serve the students. Says Queen F. Rand, president of American River College: "I would hope that the funding would follow the students. We have outgrown the funding we receive from the state for the students we already have, and we are trying not to turn students away."

Mr. McGuinness of the Education Commission of the States wonders if California may end up going back on its promise to students.

"I don't know where the money is going to come from to guarantee people slots," he says. "They'll have to either limit enrollment or significantly reduce the quality of the programs."

Reginald Wilson, a senior scholar at the American Council on Education and a former president of Wayne County Community College, is concerned that students may be diverted to two-year colleges based on grades, test scores, or other characteristics. (The proposal does not indicate whether colleges would establish any criteria or numerical goals for steering students to two-year institutions, and supporters insist the choice would be the student's.)

'Warehousing' of Minorities

Mr. Wilson fears that if criteria like grades are used to divert students to community colleges, the students who will be disproportionately referred to community colleges will be black and Hispanic. So it's going to increase the warehousing of minority students at community colleges and reduce the likelihood that they will attend four-year institutions.

Mr. Vaughan at the University of Florida backs the idea of redirecting willing students to community colleges, with the caveat that those students "not be only minorities, only women, or only students who come from lower socioeconomic backgrounds. In other words, there must be no bias."

Phyllis L. Peterson, president of Diablo Valley College, a "feeder" institution for the University of California at Berkeley, says the proposal simply codifies an accepted practice. "It actually makes a lot of sense to me. We can educate at the lower division at a much lower cost than the universities can," she says.

Whatever the high-growth states do to provide college opportunities for students, one thing is certain to Mr. Callan, the California consultant: States will have to come up with new ways to educate more students with fewer resources.

"There are great dangers in doing nothing," he says. "The states that did a reasonably good job of accommodating the 'baby boom' population are now made up increasingly of minority-group members. To turn around and now say, 'We're not going to offer what we did before,' would be a dangerous position to take."

Government & Politics

Government & Politics

STATE NOTES

- Va. education secretary angers professors at public university
- Illinois Supreme Court allows trial under 1901 hazing statute
- Connecticut board approves merger plan for two-year colleges

Some faculty members at the Virginia Polytechnic Institute and State University have accused Virginia Education Secretary James W. Dyke, Jr., of trying to intimidate them by questioning the link between the university and a suit challenging the state's school-financing formula.

In March, Kern Alexander, a professor of education, invited Mr. Dyke to speak to a conference on school financing in April. The invitation stated that the conference would be "held in conjunction" with the meeting of the Virginia Coalition for Equity in Educational Funding, a group of 41 poor school districts that is suing the state for more support.

Mr. Dyke said the invitation made it appear that the university was supporting the suit, so he ended it down. But E. Fred Carle, Virginia Tech's provost, wrote to Mr. Dyke that faculty members advising the coalition had not represented the college or the university. He said that the invitation's wording may have been "politically naive," but that it did not indicate university involvement.

In a memo last month to faculty members, Mr. Alexander said Mr. Dyke's inquiries to Mr. Carle about professors' activities on behalf of the coalition had been meant to intimidate faculty members.

The controversy generated by Secretary Dyke had little to do with the wording of the invitation but rather reflected his objection to the subject and substance of the discussions that were to transpire at the faculty research conference. Mr. Alexander wrote. He warned that "the want of fiscal autonomy" of state universities places academic freedom "at risk."

Faculty members have "the responsibility to not give the impression they're speaking on behalf of the university," Mr. Dyke said. "I know where the line is. In this case, the line might have been crossed."

—JOYE MERCER

The Illinois Supreme Court has reversed a lower court ruling and unanimously upheld the constitutionality of a 1901 state law that outlaws hazing. The decision paves the way for a county prosecutor to continue a misdemeanor criminal case against 12 Western Illinois University students charged in connection with the October 1990 death of another Western Illinois student.

An investigation by the university concluded that the student, Nicholas E. Haben, died of alcohol poisoning after participating in an "initiation," which involved drinking of new members of a lacrosse club.

The McDonough County State's Attorney, William E. Poncin, charged 12 members of the lacrosse club with hazing and unlawful delivery of alcohol to a minor.

The criminal case had been on hold while the students' lawyers challenged the law. The lawyers argued that the little-used statute was unenforceable because it was too vague.

The law defines hazing as "holding up any student, scholar, or individual to ridicule for the pastime of others," in a way that causes "injury to his person."

In challenging the statute, the lawyers for the students said such

vague wording could apply to people ridiculing groups like the Ku Klux Klan or teaching works by authors such as Mark Twain or William Shakespeare, which feature satire.

But the court said in its ruling that the "injury" in the hazing statute meant a "physical or bodily" injury.

Gayle T. Carper, a lawyer for one of the students, said the court went too far in interpreting the stat-

ute. "I'm disappointed that our court acted like a legislature," she said. —JOE DIE BLUMENSTYK

Connecticut's Board of Governors of Higher Education has approved a plan to merge five technical colleges with five of the state's 12 community colleges.

The General Assembly has a year to reject the resolution before the merger goes into effect. But lawmakers could vote to start the process on July 1, the beginning of the next fiscal year.

Although a similar merger proposal was rejected by legislators three years ago, higher-education officials say they are more confident of success this year. "A time

of scarce resources and increasing need," said Valerie F. Lewis, assistant commissioner for student and support services.

Although some of the changes required for the merger could be made within six months, the complete change is likely to take up to 18 months, Ms. Lewis said.

Community colleges will be merged with the five technical colleges in Hartford, New Haven, Norwalk, Norwich, and Waterbury.

In some cases, the technical college campuses will be closed, while in others the facilities will remain in use. Approximately 18,000 full-time students are enrolled in community colleges in those cities. Just under 5,300 students are enrolled in the technical colleges. —J.M.

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NIVERSITY, IA \$1,000,000 Construction Renovation	COLLEGE OF ST. BENEDICT, MN \$6,400,000 Dormitory Construction and Renovation	MERRIMACK COLLEGE, MA \$5,000,000 Science & Engineering Building Construction and Renovation	EASTERN, MA \$3,000,000 Library Construction
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George Vaughan of the Institute of Higher Education at the U. of Florida: The colleges should not abandon the associate degree as their "bread and butter" offering.

University Consortium Charged With Mismanaging Work on Supercollider

By KIM A. McDONALD

WASHINGTON A consortium of 79 universities overseeing the construction of the Superconducting Supercollider is facing a storm of criticism from investigators who say the group's lax management and inexperience in construction could result in significant overruns in the \$8.25-billion project.

In recent months, investigators for the General Accounting Office, a House science subcommittee, and the Department of Energy's Office of the Inspector General have all criticized the Universities Research Association for failing to develop an adequate accounting system to track its spending and for allowing some construction costs to rise above estimated levels.

Repeated Changes

The investigators contend that URA has been unable to control the escalating costs of its main subcontractor and, in at least one instance, is to blame for the higher cost of constructing a building because the design was repeatedly changed by URA officials as it was being built.

Congressional investigators also have uncovered a series of controversial charges to the government by URA and its main subcontractor, including \$21,322 for office plants and plant care over an 11-month period last year; \$13,599 for professional dues, memberships, and licenses to engineering societies; and hundreds of thousands of dol-

lars over the past few years for college scholarships for the children of supercollider employees.

Although Energy Department officials have publicly defended the management of the project, the investigators obtained letters from senior department officials castigating the direction of the project and taking away some of URA's power to manage it.

The allegations have provided additional grist for critics who contend that the supercollider, a 54-mile elliptical proton collider being built near Dallas, will cost the government much more than advertised and divert limited resources from other research efforts. Some lawmakers say they plan to use the information to argue against continuing support this year for the controversial project.

Officials at URA and the Energy Department, which is financing the project, say many of the problems identified by the investigators have either been corrected or are now in the process of being fixed. They also deny that the supercollider is facing cost overruns. The higher costs in some parts of the project, they say, are being absorbed by costs in other areas that are lower than estimated.

"Our best indication is that the project is on time and within budget," says John Toll, president of URA, a consortium that includes many of the nation's leading research universities and that was formed in 1965 to manage the Fermi National Accelerator Laborato-

ry in Batavia, Ill., for what is now the Energy Department.

Congressional investigators, however, paint a different picture. At a hearing of a House subcommittee last month, Victor S. Rezendes, who directed a study on the supercollider for the GAO, the investigative arm of Congress, said that the project's subcontractor had informed URA last September that its projected costs would increase by \$73-million to \$383-million because of additions to the project and better information about the actual architectural and

pleted by the subcontractor on April 1 provided a more accurate picture of the projected costs for the project's conventional construction—the buildings and offices that will be used by supercollider scientists. But the GAO and other investigators maintain that much of the savings in that projection resulted from the transfer of work to other accounts and the use of a lower estimate for inflation.

Edward J. Siskin, a URA official who is general manager of the Superconducting Supercollider Laboratory in Dallas, denies those

"If these things are allowed to go on in the conventional construction, how are they supposed to control the more sophisticated parts of the project?"

engineering costs for buildings at the supercollider site.

He said that after discussions with URA officials, the subcontractor, Parsons Brinckerhoff/Morrison Knudsen, or PB/MK, proposed in February to reduce its architectural and engineering costs. But to bring its cost projections within the government's estimate, Mr. Rezendes said, the subcontractor was forced to transfer much of the work it had initially promised to other parts of the project. He charged that many of the projected costs weren't reduced, but were simply moved to other accounts.

URA officials contend in interviews that a better estimate com-

charges. He says that only \$15-million of the \$1.25-billion estimate would be transferred under the new plan.

At the hearing, Mr. Rezendes also criticized URA officials for a \$1.4-million cost overrun in the construction of the \$9-million magnet-development laboratory. He said that much of the overrun had occurred when URA forced the subcontractor to begin construction before completing the building's design and then kept changing the design as the construction proceeded.

URA officials say those changes allowed them to add more offices to the structure and to move a communications center from another facility to the magnet laboratory—additions that increased the building's cost, but would ultimately save the government money.

Charges for Lunches

Mr. Rezendes said URA's decision last year to move the supercollider's two particle-detector halls to a more geologically stable location could result in an even greater cost overrun. Although that action was intended to prevent any movement in the massive particle detectors, it could result in a 13-month delay, he said, adding \$400-million to construction costs. But Mr. Siskin says that while one proposal did note the possibility of a 13-month delay, the March 1992 date for completing the halls and installing the detectors remains unchanged.

Other Congressional investigators say a separate review of costs that URA allowed its main subcontractor to charge to the government makes them skeptical of assurances that the project is now within its estimated budget and will remain so in the future.

In documents made available to *The Chronicle*, aides for the Subcommittee on Investigations and Oversight of the House Committee on Science, Space, and Technology found numerous additional payments to PB/MK during the past several years over and above the profit and administrative expenses the subcontractor received for building facilities at the supercollider laboratory.

Besides the plant-care and engineering-license expenses, the charges include \$12,239 for execu-

tive lunches over an 11-month period last year, \$1.5-million for the relocation of employees to Dallas from November 1990 to December 1991, and more than \$10,000 for a Christmas party last December at the posh Adolphus Hotel in Dallas.

Aides to the subcommittee acknowledged that while the charges were not illegal under government rules, their approval by URA officials contradicted assurances from Energy Department officials that the supercollider was a tightly managed project in which the cost to U.S. taxpayers was being minimized.

"Are these the kind of activities that taxpayer dollars should be spent on?" asks Bob Roach, an aide to the subcommittee. "What we see in the documents does not give us the indication that anything is O.K."

Some Outbacks Accepted

Paul H. Gilbert, the project director for PB/MK, emphasizes that all of the expenses were allowed under federal acquisition regulations and were agreed to by URA when it selected his company as its main subcontractor.

Mr. Siskin also defends the charges, saying he and other URA officials believed the expenditures were justified to maintain a proper working environment and reward employees.

However, Joseph R. Cipriano, who heads the Energy Department's ssc project office in Dallas, says he believes the charges for the plants and other general administrative costs that were paid to the subcontractor "were high" and that after recent discussions with PB/MK officials, "they've agreed to cut back in that area."

Mr. Roach also took issue with the money paid each year by the Energy Department for college scholarships for the children of URA employees working at the supercollider laboratory and at Fermilab. Documents obtained by the subcommittee show that the department intends this year to provide \$225,000 to URA for the scholarships, \$112,000 of which will go to employees at the supercollider laboratory. Mr. Roach calls the scholarships an unnecessary perk for already highly compensated URA officials, and says the money is diverting resources from the construction of the supercollider.

'We Are Satisfied'

Mr. Toll of URA, however, says the scholarships are necessary to attract scientists and administrators to the two laboratories. Many of them "are leaving academic institutions where they have similar benefits," he says.

In defending URA's management of the supercollider, Mr. Toll emphasizes that URA "has been performing well and faithfully" according to its management contract with the Energy Department. "The ssc is still primarily a lab. The ssc is still primarily a construction project, moving toward a laboratory," Mr. Toll says. But, he adds, "obviously, it's our responsibility to manage it as well as possible. I think that's being done."

Publicly, Energy Department officials agree. "We are satisfied with URA's progress to date," says

Mr. Cipriano of the ssc project office.

But recent letters to URA officials from Mr. Cipriano and other Energy Department officials contradict that statement. On December 30, 1991, for example, Mr. Cipriano wrote to Roy W. Schwitters, director of the supercollider laboratory, that his department was "very concerned about URA's ability to manage and control the effort and cost under the cost plus award fee type of subcontract with PB/MK."

Mr. Cipriano wrote that a study by the Energy Department's inspector general found that the costs to date were "excessive" because of numerous changes during construction, the incompatibility with the accounting codes used by subcontractors of the system used by URA officials to track expenditures, the inability of URA to control subcontractor costs, unsatisfactory work authorizations, untimely financial reports, and "a poor working relationship" between the subcontractor and the supercollider laboratory.

'I Am Extremely Upset'

In another letter to Mr. Schwitters, dated January 24, W. Henson Moore, then Deputy Secretary of Energy, wrote that he had "learned that the overrun problems are continuing and may even be getting worse. I am extremely upset at this news and URA's response."

"You have known about this problem for some time and have not addressed it," Mr. Moore added, noting that he was taking away URA's responsibility for paying subcontractors and approving construction changes. "This shows to me a lack of management ability on the part of URA when it comes to conventional construction."

Mr. Cipriano says the two letters were intended to send a strong message to the subcontractor to reduce its costs and cost projections. "We told PB/MK that if they didn't shape up, we'd find another contractor," he says. "And they've made some remarkable improvements."

"Some of the blame washes over on URA, because they are in charge of the subcontractor," Mr. Cipriano says. But he emphasizes that URA is not in danger of losing its management contract with the Energy Department, even though agency officials continue to oversee and co-sign the payments that URA makes to subcontractors.

"It's not punitive, so much as training," he adds. Mr. Cipriano notes that URA officials were chosen to manage the supercollider project "because they are experts in high-energy physics, not because they are experts in construction."

"Not surprisingly," he adds, "we've had to help them." But some critics wonder how much additional help will be needed when engineers move from designing and erecting buildings to the more difficult technical task of constructing the subatomic-particle collider.

"If these things are allowed to go on in the conventional construction," says Mr. Roach of the subcommittee, "how are they supposed to control the more sophisticated parts of the project?"

Testy Wrangling Over the SSC Extends to the Cost of Answering Questions From a House Subcommittee

WASHINGTON

How much does it cost to prepare for a Congressional hearing? For a one-day hearing on the Superconducting Supercollider last year, the estimates vary widely—from \$650,000 to \$3,000.

Officials at the Department of Energy say that the documents requested by a Congressional committee for the hearing last May cost the agency more than \$650,000 to produce. The demands, they say, reflect the extent to which some lawmakers will go to hamper efforts to build the supercollider.

Aides to the Subcommittee on Investigations and Oversight of the House Committee on Science, Space, and Technology, however, calculated that the cost of the materials, photocopying, and shipping to comply with their request could not have exceeded \$3,000. They maintain that the agency's estimates of the labor to compile those materials are absurd and show the extent to which the department will manipulate its accounting of supercollider spending.

'Deeply Troubled'

The dispute over the costs began in mid-February, when Rep. Howard Wolpe, a Michigan Democrat who chairs the subcommittee, wrote to James D. Watkins, the Secretary of Energy, detailing a list of documents he said his staff needed by March 2 for an April hearing on the supercollider.

A week later Mr. Watkins wrote a letter of complaint to Rep. George E. Brown, Jr., a California Democrat who chairs the science committee.

In the letter, Mr. Watkins said he was "deeply troubled" by what appeared to him to be "an ongoing campaign by the chairman of one of your subcommittees, the purpose of which appears to be harassment of, and a political diversion of resources from, the department's Superconducting Supercollider."

"Over the past year, this department has provided enormous amounts of information (including nearly 50 boxes of documents, some 100 magnetic disks, personal interviews, and answers to at least 80 detailed questions) to chairman Howard Wolpe to assist the Investigations and Oversight Subcommittee's seemingly endless 'review' of the ssc. Such requests are both costly and burdensome in terms of time spent searching files, reviewing documents, and preparing copies. We estimate that last year's efforts cost the American taxpayer over half a million dollars."

40 Boxes of Documents

When Mr. Wolpe asked the department to prove it, agency officials provided him with a five-page list of charges totaling \$654,670.

They included \$71,250 for the work of employees at the department's headquarters, \$7,920 for interviews between the subcommittee and agency employees, and \$8,500 for reproduction costs.

At the department's ssc project office in Dallas, the agency said 20 employees worked the equivalent

of 10 days on the requests for a total cost of \$60,000, and Congressional interviews added \$6,000 in labor and travel costs. For the ssc laboratory in Dallas, the agency listed \$484,000 for the labor of the equivalent of 350 employees working two days to put together files, the equivalent of 200 employees working two days to answer questions, and \$17,000 for labor and travel costs to respond to interviews with subcommittee staff.

Subcommittee aides, however, calculate that the cost of photocopying 40 boxes of documents, buying 17 boxes of computer "floppy disks," and overnight shipping for 35 40-pound boxes should come to no more than \$2,804. Assuming that the agency "burned out" a photocopying machine to comply with the request, they say, the agency would have to

shell out only an additional \$10,805 for a replacement copier. Using the department's overall cost figure, that would leave about \$641,000 for labor and travel.

'A Great Deal of Liberties'

Subcommittee aides say the claim that it took the equivalent of 550 people working two days at the ssc laboratory to respond to part of their request is absurd. They also dispute the travel charges, saying most of the interviews were conducted when ssc officials were in Washington on other business.

"They took a great deal of liberties in what they charged us costs," says Bob Roach, an aide to the subcommittee. "These guys are unscrupulous when it comes to changing numbers."

Joseph R. Cipriano, head of the department's ssc project office,

which prepared the estimate, defended the charges, noting that it took employees an unusually long time to go through files, because of the "unfocused" nature of the subcommittee's request.

"Think of how many people it takes to go search, find, copy, and index 52 boxes of documents," he says. "I would say the amount of money we indicated is not unreasonable. I would say the cost estimate isn't off by much."

Mr. Cipriano says the high labor costs were due partly to the fact that the ssc project office and the ssc laboratory did not yet have in place an efficient, computerized system for filing and retrieving documents.

Mr. Roach, however, calls the agency's calculations a perfect example of "the creative accounting that is the hallmark of this project," with one difference. "Instead of using creative techniques to deflate costs," he adds, "here, the department inflates them."

—KIM A. McDONALD

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D1892

WASHINGTON UPDATE

- House rejects plan to eliminate support for Space Station
- Report urges study of ethical implications of genome project
- Scope of federally financed drug research is questioned
- Humanities endowment seeks applications on democracy
- Federal judge will not order arts endowment to open meetings

The House of Representatives voted last week, 254 to 198, to reject a proposal to end federal support for the Space Station.

The proposed cut came in an amendment to strip an authorization of \$2.25-billion for the Space Station from the reauthorization bill for the National Aeronautics and Space Administration. The amendment also would have stipulated that \$1.1-billion in funds authorized for the project would have been shifted to other NASA science programs.

Rep. Tim Roemer, an Indiana Democrat who sponsored the proposal, said that the government should not finance the Space Station because the money was needed elsewhere. He also said that, while worthy science projects lack enough funds, the Bush Administration was proposing billions for a program of limited scientific value.

"This is a Space Station in search of a mission. It is lost in space," Mr. Roemer said.

Supporters successfully argued that the Space Station was an important project. Said Rep. Constance A. Morella, a Maryland Re-

publican: "The Space Station will push scientific knowledge forward. It is collectively believed by the medical-research community that the station can help develop an understanding of many vitally important human medical-research issues."

—SCOTT JASCHIK

The Secretary of Health and Human Services and the Secretary of Energy should jointly establish an advisory commission that would look at the ethical, legal, and social implications of the Human Genome Project, according to a report released by the House of Representatives Committee on Government Operations.

The commission would then make recommendations to the executive branch, Congress, and state governments.

The Human Genome Project, backed by the National Institutes of Health and the Department of Energy, seeks to create a map of the sequence of the genes on all the human chromosomes. Supporters of the project say such information will enable researchers and doctors

to identify genes that make it likely that a person will develop certain illnesses. But even supporters admit that the project raises many ethical concerns.

"There is a fear that genetic information will be used to identify those with 'weak' or 'inferior' genes who will then be treated as a 'biological underclass,'" the report says.

—STEPHEN BURD

Congress should evaluate the role that federally financed research plays in the nation's fight against drug abuse, according to a new report.

The General Accounting Office, the investigative arm of Congress, says in its report that only 4 percent of the country's spending to combat illegal drug use goes to research and development for "building new knowledge and developing new technologies."

"Given the needs we heard identified by both researchers and research users—that is, a variety of basic and applied studies, including evaluations of drug policies—we think it is time to review whether the budget commitment to re-

search is appropriate and to set broad priorities on what directions it should take," the report says.

In preparing the report for the Chairman of the House Committee on Government Operations, the General Accounting Office reviewed extramural research grants that are supported by the National Institute on Drug Abuse and the Office of Justice Programs in the Department of Justice. The grants focus on the causes, prevention, and treatment of drug abuse.

The GAO also found that while support for treatment and prevention studies has increased substantially since 1987, financing for studies on the causes of drug abuse "has remained tiny," at "about one-tenth of 1 percent of the nation's drug control budget."

—S.B.

Lynne V. Cheney, the chairman of the National Endowment for the Humanities, has announced a new effort to support grants on democracy.

All of the endowment's divisions, offices, and programs will be involved in the effort, which calls for proposals on philosophical, historical, or cultural examinations related to the subject of democracy. The NEH also encourages scholars to propose projects that make use of overseas libraries, archives, and scholars inaccessible under previous regimes.

Duane DeBruyne, a spokesman for the NEH, said that the program was similar to ones in the past dealing with the American bicentennial and the Columbus quinquennial. "We would like it to be known that

this is a subject of particular interest to the endowment," he said. "There is, however, no money being set aside for these projects and they will be judged on the same criteria as all other projects—scholarly merit and intellectual integrity."

—S.B.

A federal judge last week denied a motion to open to the public working-group meetings of the National Council on the Arts, the advisory council to the National Endowment for the Arts. The meetings remained closed last week.

U.S. District Judge Norma Holloway Johnson said in her decision that the plaintiffs—*The New York Times*, *The Washington Post*, and *The Philadelphia Inquirer*—had failed to show that they would be "irreparably injured" if the court did not issue an emergency order to open the meetings.

Four times a year, the Presidentially appointed board holds open meetings at which members discuss endowment policies and grant proposals. But recently council members have begun to hold closed meetings with endowment staff members, usually the day before a public meeting.

The three newspapers charged in their suit that those sessions violated federal open-meetings laws. But Judge Johnson wrote in her decision, "This court cannot agree that Congress intended interested parties to have access to every hearing at every level of the information-gathering and preliminary decision-making process."

—S.B.

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Colleges Are Pressed to Reconsider Foreign Ties

Continued From Page A27

the bill to reauthorize the Higher Education Act would require colleges to report large gifts from foreign sources. When a similar provision was enacted five years ago, supporters said it was needed to combat anti-Jewish restrictions attached to some gifts from Arab donors. But now supporters of the provision also say it will help prevent improper links between American colleges and nations that are economic competitors of the United States.

Higher-education officials say they are troubled both by the specific developments and by the philosophy that underlies them. Says Gene L. Woodruff, dean of the Graduate School at the University of Washington: "Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity. The idea that we can somehow build an information wall around this country is very short-sighted."

Lawmakers and others who want universities to be more careful about their foreign ties say higher education has not moved quickly enough to educate more American students or help American businesses.

In his speech to scientists, Mr. White of the Commerce Department said: "Universities must find ways to link their research more closely with needs of society, working more with private companies. As universities themselves become multinational, they must be sensitive to the value of the very thing they create—knowledge."

He added: "Knowledge is infinitely reproducible, infinitely reusable, and actually increases in value with use."

Rep. Paul Henry, a Michigan Republican who sponsored the bill on foreign students, says that his legislation is needed to close a loophole in federal law, which normally bars the awarding of student aid to foreigners. But the law does not restrict universities that receive federal research grants from providing funds to foreign students for work on those projects, Mr. Henry notes.

Chances for Passage Unclear

In introducing the bill, Mr. Henry said the funds that go to foreigners were indirectly hurting the country. "Why are we using tax dollars to train individuals who will take their skills abroad and work for foreign companies that compete against us?" he asked.

Mr. Henry says his bill will not cause serious problems for American universities because it does not bar them from doing anything, but may "give universities the impetus to initiate creative programs that will draw more American students toward math and sciences."

Chances for quick passage of the bill are unclear. Administration officials and the Democratic leadership of the science committee are skeptical about it. But Mr. Henry has vowed to pursue the issue and he has support from a variety of sources.

His bill has been endorsed by Frank L. Morris, dean of graduate studies and research at Morgan

State University and the author of a controversial report that contends that American universities favor foreign students over black students. Mr. Morris, whose report has attracted praise from many black educators, says actions like Mr. Henry's bill may be needed to prod universities.

"Who knows? American universities may then have an incentive to find African-American potential science Ph.D.'s in a manner more like the way they seek African-American potentially outstanding athletes for revenue-producing sports," he says.

Mr. Morris says that, if anything is wrong with the bill, it is that it doesn't go far enough. He wants Congress to require that federal agencies give preference in award-

ing research grants to institutions that graduate high numbers of minority doctorates. And he wants Congress to require that for every federally supported project in which more than one research assistant will be hired by a university, that one American minority student be hired for every international student hired.

Organized labor is also interested in the foreign-student issue. Dennis Chamot, the AFL-CIO's executive assistant to the president of the Department of Professional Employees, says that the union has not endorsed any legislation on university ties to foreign companies or students. But Mr. Chamot says he is pleased that members of Congress are questioning the relationships.

"If universities are recruiting foreign students primarily to serve as employees, as research assistants, then the positions should be treated like employee positions and not student positions, and attempts should be made to fill the slots with Americans," Mr. Chamot says.

College officials view the increased attention on their foreign ties with trepidation. They adamantly oppose Representative Henry's bill or any legislation that would place limits on whom they can admit as students or the companies with which they can work.

Jules B. LaPidus, president of the Council of Graduate Schools, says: "These restrictions would be the antithesis of the idea of an international scientific community. It's meaningless to draw boundaries, and if you do, all you do is compromise your ability to achieve your scientific goal."

Mr. LaPidus and others say that colleges need to remind lawmakers that they admit foreign students because of the talents of those students and that they work with foreign companies to learn from those businesses and to gain support that

is not forthcoming from American businesses.

Mr. Woodruff of the University of Washington says: "International students are brought here because they want to come, and they are outstanding students and contribute enormously."

At the University of Washington, foreign students make up about 5 per cent of the undergraduate student body and 15 per cent of the graduate student body. "These students generally raise our standards because they are such outstanding students," he adds.

Charles M. Vest, president of the Massachusetts Institute of Technology, says the only major change that is likely to come of all the government reports and proposals on universities and their foreign ties is more paperwork.

But he says that the proposals—even if never enacted—damage the

"It's meaningless to draw boundaries, and if you do, all you do is compromise your ability to achieve your scientific goal."

country by shifting attention away from the real problems: lack of interest in science by American youth and limited interest in long-term research by some American companies. Says Mr. Vest: "There is a broad, growing isolationism in the United States," part of which involves placing the blame for the country's problems "outward rather than inward."

He adds that the economic problems of the United States will not be solved by isolationism, but by a willingness "to educate and develop enthusiasm in our young people for education and for working in demanding areas."

Examining Communication

College officials say they will try to fight what they see as isolationism by pointing out the problems with various proposals. But they also say the recent developments have prompted them to reconsider how universities present themselves to the public, and what ideas college officials need to better communicate to lawmakers and average citizens.

Mr. Vest says the criticism of universities' foreign ties stems in part from a false sense that universities have a primary mission of helping individual companies do well. "I think many people, both within and without academe, have tended to focus too much on the direct, utilitarian value of universities and their short-term economic impact when university research is primarily of long-term benefit to the nation," he says.

Mr. LaPidus of the Council of Graduate Schools says universities must make the case that discoveries do not just benefit the nation where they were made. "Somebody develops a new theory on a chemical reaction and that helps chemists all over the world," he says. "Universities need to show, in as many ways as they can, that research benefits everybody."

U.S. Considers New Approach on Overhead Costs

Continued From Page A27

where's the new formula?" it adds.

Some members of Congress, however, criticize universities for treating federal research support as an entitlement. Institutions fail to acknowledge, critics charge, that universities would have to conduct research as part of their mission to provide quality science education, regardless of how much federal money they received.

The Traditional Partnership

At issue in the current debate many experts say, are fundamental questions about the traditional research partnership between the government and universities.

One of the critical questions, suggests Bruce L. R. Smith of the Brookings Institution, is the extent to which the federal government is responsible for the overall health of the academic research system.

Mr. Smith suggests that, to protect the long-term health of the research enterprise, both the government and universities may need to sacrifice some current spending on research projects and devote the money instead to renovating research facilities.

Government and university officials alike express caution about tinkering with a relationship in which they attribute the nation's pre-eminence in basic science and graduate education.

"The maintenance of a strong university research system, which is now second to none, is obviously in the national interest of the United States," says William P. Raub, special assistant for health affairs to the director of the White House Office of Science and Technology Policy. Mr. Raub is executive secretary of the OMB committee.

As the partnership evolved after World War II, universities received generous public support for academic science and relative autonomy in spending the money, Mr. Smith says.

Adds Mr. Chubin: "The old partnership was based on a far smaller, more concentrated, more homogenous research community than what we know. It was just a different era." The contract, he says, "is being renegotiated right now."

A convergence of several disturbing trends has pressed both partners to re-examine their roles. Reports of scientific misconduct and revelations about embarrassing expenses at Stanford University and some of the nation's other leading research universities have partly billed to the government as the overhead costs of research.

A seemingly insatiable demand for more research money on college campuses.

Agencies' concerns about rising overhead rates—a rise primarily driven by universities' efforts to renovate and expand deteriorating research facilities.

The government's own tight fiscal constraints.

The argument from a growing

of policy experts that generous federal support for academic science has led to more academic scientists and more research proposals than the government is able—or willing—to support.

The federal guidelines for overhead reimbursement have long stated that they are designed to make sure the government "bears its fair share of total costs."

Two Essential Questions

But despite the guidelines' maze of prescriptions and prohibitions for charging costs to the government, the system does not address two seemingly essential points. First, what are the total costs of research, at either an institutional or a national level? And second, how much would the government's fair share of that total be?

The first question has not been answered because universities are expected to pay part of the costs of research projects, but they are not required to report the total support they provide. Without that information, it is impossible to say what portion of the costs universities are now bearing, and what share the government is now paying.

"We don't even know what the current share is now, fair share or not," points out Dennis F. Dougherty, senior vice-president for administration at the University of Southern California.

Greg J. Baroni, a partner in Peat Marwick, suggests that the government in recent years has moved away from a policy of reimbursing universities based on their actual costs and reverted back to "the arbitrary and unilateral" approach of decades ago. In 1947, overhead rates were limited to 8 per cent, points out Mr. Baroni, who is in charge of providing services related to grants management to many research universities.

That rate meant that for every dollar a university received for the



David J. Lyons, vice-president for business and finance at Rockefeller U. "The question is, where do we stop—where's the new formula?"

direct costs of particular research projects, it would receive 8 cents for overhead. The limit was gradually raised to 20 per cent, and then dropped altogether in the 1960's. Since then, leading private research universities have had rates as high as 70 or 80 per cent.

Now, some absolute limits have been imposed again for some research programs and for certain expenses, and there is interest in Congress and the Administration in additional limits.

Mr. Baroni also sees another historical shift in the government's relationship with universities now being completed. In the early years after World War II, the Defense Department was the primary sponsor of university research. Early on, the Pentagon embraced a mission of building up top universities to insure the quality of military research.

Stretching Federal Dollars

The Department of Health and Human Services has long since overtaken DOD as the biggest supporter of academic research. And HHS, Mr. Baroni adds, has a reputation as a much tougher negotiator than the Pentagon, more interested in stretching federal research dollars than in worrying about the health of institutions.

Interest in Congress and the Administration in the HHS approach is growing. But many campuses are skeptical. Scientists and administrators want the government to provide incentives to universities to cut their actual costs, not just to shift costs to institutions.

The rise in university overhead rates, Mr. Baroni adds, is largely due to the costs related to the renovation of academic research facilities. But the actual proportion of federal research money being spent on overhead has risen little in recent years.

In fact, based on his own firm's experience in helping negotiate overhead rates for universities, other non-profit organizations, and businesses, Mr. Baroni says that universities' rates tend to be significantly lower than the rates for the other two. "This is the least expensive research available."

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Rep. Paul Henry says his bill may push colleges to create programs to "draw more American students toward math and sciences."

WASHINGTON ALMANAC

IN FEDERAL AGENCIES

Education reform. The Education Department has issued final rules for a grant program to finance partnerships between institutions of higher education or local educational agencies and private businesses. The partnerships are intended to support America 2000, President Bush's education reform program. (*Federal Register*, April 23, Pages 14,960-46.)

Patents. The National Science Foundation has issued final rules to bring its current patent regulations into compliance with an amended, government-wide statute. The rules simplify the patent procedure for inventions developed under NSF grants. The NSF has requested comments, which will be considered for future revisions. (*Federal Register*, April 28, Pages 18,052-89.)

Veterans' education. The Veterans Affairs Department has issued final rules that permit veterans to receive benefits to pay for flight-training courses. The rules also amend the work-study allowance and change the method for determining the end of eligibility for education benefits. (*Federal Register*, April 24, Pages 15,022-61.)

Veterans' education. The Veterans Affairs Department has proposed rules that would change the starting dates for education benefits, reduce the number of circumstances in which students are charged for course changes, and decrease delays in granting departmental approval to new courses. Comments must be received by May 26. (*Federal Register*, April 24, Pages 15,047-81.)

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Student loans. HR 4748 would, in part, establish a program to provide anyone up to the age of 50 with as much as \$33,000 in loans to finance higher education, and would authorize a federal study on the impact of tuition increases. By Representative Boxer (D-Cal.).

Taxes. HR 4790 would clarify the exemption from the unrelated-business income tax for income gained from the sale of the

use of the name or logo of a university to sponsors of cultural and community events. By Representatives McDermott (D-Wash.) and Unsworth (D-Wash.).

Technology policy. HR 4746 would re-name the Defense Advanced Research Projects Agency as the National Advanced Research Projects Agency and set as its mission the integration of commercial and defense-related research into a national technology policy. By Representatives AuCoin (D-Ore.) and McCurdy (D-Okla.).

Veterans' educational benefits. HR 4513 would provide financial assistance to veterans who have served at least 180 days of active duty and are being discharged because of force reductions and who wish to become certified as elementary or secondary-school teachers. By Representatives Duncan (R-Cal.) and 12 others.

Vocational education. HR 4976 would establish a federal youth-apprenticeship program for students who do not attend four-year colleges and would set up a matching-grant program to encourage states to assist in the effort. By Representatives Gunderson (R-Wis.) and Goodling (R-Pa.).

SENATE

Business education. S 2489 would establish three National Quality Commitment Awards to be given annually to colleges and universities. One would be awarded for teaching the "total quality management" approach to business and engineering students; one would be awarded for using the approach in managing the university; and one would be awarded for using the approach in designing relationships with businesses. By Senator Domenici (R-N.M.) and four others.

Medical schools. S 2626 would amend the Disadvantaged Minority Health Improvement Act of 1990 by making schools of osteopathic medicine eligible to participate in the Centers of Excellence program. By Senator Kennedy (D-Mass.).

Research cooperation. S 2566 would encourage the Department of Energy's laboratories to establish partnerships with universities and industry to develop critical commercial technologies. By Senator Johnston (D-La.) and seven others.

Space appropriations. S 2558 would authorize a 4.5-per-cent increase in the budget for the National Aeronautics and

Space Administration for fiscal 1993. By Senator Gore (D-Tenn.).

Technology policy. S 2517 is the Senate version of HR 4746. By Senator Bingham (D-N.M.) and four others.

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

SENATE

Education budget. May 20. Hearing on the proposed budget for the Education Department. Contact: Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education; (202) 224-7288.

Environmental science. May 6. Hearing on the science of global climate change. Contact: Senate Committee on Energy and Natural Resources; (202) 224-4971.

WASHINGTON PEOPLE

Duane Acker, administrator of the Foreign Agricultural Service and former president of Kansas State University, has been nominated by President Bush to be Assistant Secretary of Agriculture for science and education.

Robert E. Alexander, chancellor of the University of South Carolina at Aiken, has been appointed by Education Secretary Lamar Alexander to the Advisory Committee on Student Financial Assistance.

F. Albert Cotton, professor of chemistry at Texas A&M University, has been renominated by President Bush to the National Science Board.

Emerson J. Elliott, Acting Commissioner of Education Statistics, has been nominated by President Bush to be Commissioner of Education Statistics.

Karl A. Erb, deputy director of the Physics Division of the National Science Foundation, has been nominated by President Bush to be director of the White House Office of Science and Technology Policy.

William Dean Hansen, Acting Assistant Secretary of Education for management and budget, has been nominated by President Bush to be chief financial officer of the Education Department.

William Harris, science and technology assistant to National Science Foundation Director Walter Mussey, has been appointed by Mr. Mussey to be assistant director of the center for mathematical and physical sciences.

Leonard L. Haynes, III, former Assistant Secretary of Education for postsecondary education, has been appointed by United States Information Agency Director Henry B. Catto to be director of the USA Office of Academic Programs.

Charles E. Hase, director of international agricultural programs at the University of California at Davis, has been nominated by President Bush to the National Science Board.

John Hopewell, professor of computer science at Cornell University, has been nominated by President Bush to the National Science Board.

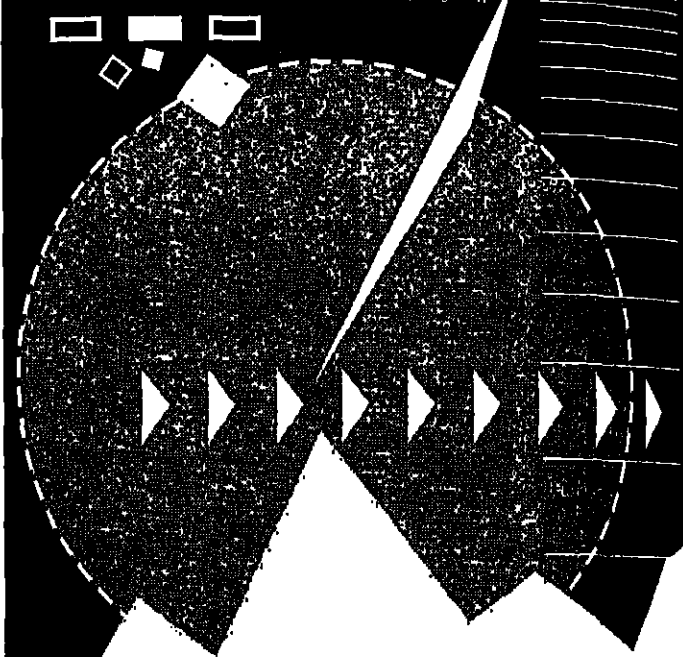
Bruno V. Manno, Acting Assistant Secretary of Education for policy and planning, has been nominated by President Bush to be Assistant Secretary of Education for policy and planning.

Helen Hague Ollason, a student at the Graduate School of Business Administration at the University of Michigan, has been appointed by Secretary Alexander to the Advisory Committee on Student Financial Assistance.

James L. Powell, professor of agriculture and environmental sciences at the University of California at Davis, has been renominated by President Bush to the National Science Board.

Frank H. T. Rhodes, president of Cornell University, has been renominated by President Bush to the National Science Board.

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Business & Philanthropy



A plan to curb Columbia's policy of need-blind admissions prompted a major protest in February. Students blindfolded the statue "Alma Mater" in front of the Low Memorial Library.

Tensions Appear to Ease in Confrontation Over Financial Management at Columbia U.

Faculty members and administrators endorse cooperation in tackling university's budget problems

By ROBERT L. JACOBSON

NEW YORK

When some 160 members of Columbia University's faculty of arts and sciences came together two weeks ago for a special closed-door meeting, the stage appeared to be set for a major clash with the central administration—possibly including a vote of "no confidence" in President Michael I. Sovern and Provost Jonathan R. Cole.

Tensions were high, criticisms and reprimands crackled across the campus, and even the board of trustees became involved as dozens of faculty activists focused anew on persistent questions about Columbia's financial health and management.

"There are a lot of people who are very concerned about the leadership" of the university, said Donald C. Hood, chairman of the faculty's executive committee, not long before the closed-door meeting began.

Role of Shared Governance

By last week, however, most of the key people involved agreed that things had calmed down. The fact that the crisis had eased just when it seemed ready to explode may point to a new appreciation of the role of shared governance in higher education's efforts to handle the financial pressures of the 1990's.

Columbia's faculty committee had called for the closed meeting in a report that questioned the administration's competence and raised "serious concerns" about the university's fiscal direction.

In fact, the arts-and-sciences faculty had



Donald C. Hood, chairman of the faculty's executive committee: "There are a lot of people who are very concerned about the leadership" of the university.

expressed doubts for months about the size of projected deficits, the administration's candor and skill in dealing with them, and the faculty's own ability to influence the course of events. The doubts included a judgment, challenged by the administration, that the university was not adequately evaluating or planning for projected budgetary "shortfalls."

"We are confused over who is responsible for critical management and policy de-

cisions," the executive committee said, and it assailed preliminary plans to cut faculty positions and modify Columbia's traditional policy of admitting all students without regard to financial need.

The prospect of curbing need-blind admissions prompted a major campus protest by Columbia students in February, and the traditional policy was preserved for at least one more year—in part by an agreement to trim faculty raises while increasing undergraduate enrollments and alumni fundraising goals.

'Some Very Positive Signs'

Faculty members also agreed to expand their role in freshman advising to reduce the need for administrative involvement.

While much of the past year has been marked by acrimony over the arts-and-sciences budget, by the time the faculty gathered for another meeting last week—its last of the academic year—most participants appeared to have stepped back from a confrontational approach. The idea was taking hold that whatever financial problems the university might face, they were likely to be exacerbated if elements of the faculty and administration were perceived to be at loggerheads.

Mr. Hood, a former vice-president for arts and sciences at Columbia, said that despite continuing reservations, he was beginning to pick up "some very positive signs" that university officials were interested in improving faculty involvement in planning and budgeting.

Added Katherine D. Newmah, associate

Continued on Following Page

Tensions Appear to Ease in Confrontation at Columbia U.

Continued From Preceding Page
professor of anthropology and vice-chairman of the faculty's executive committee: "We believe there are avenues open."

Some of the more outspoken faculty critics of the administration, while keeping their options open, were clearly seeking to adjust to a spirit of accommodation.

"I'm trying to keep the tone down," said Don J. Melnick, chairman of the anthropology department, after the faculty's special meeting two weeks ago. "I don't want to fan any flames."

Mr. Melnick was one of 25 arts-and-sciences chairmen who signed a statement last fall that many observers interpreted as a threat to resign *en masse* if the university attempted to impose new budget cuts on their departments. No resignations occurred, and in recent weeks there have been conflicting accounts of whether any chairmen were still thinking of resigning—or, in fact, whether any had meant to threaten such actions last fall.

In any case, reflecting on the recent caucus, Mr. Melnick observed that the arts-and-sciences faculty had "made some progress in opening channels of communication" with the administration.

"We're trying to deal with this in a rational, responsible way," he said.

'Common Base of Understanding'

Another sign of changing attitudes was a decision by the university's governing board to create a special trustee committee to consult with faculty representatives on financial issues. The committee will "try to get a common base of understanding [and] to listen," said G. G. Michelson, chairman of the board. "Our object is to go forward and have a healing process."

Mrs. Michelson, who has been senior vice-president for external affairs at R. H. Macy & Company, spoke several days after the trustees had taken the unusual step of distributing a document that severely criticized the faculty committee's report.

In a stinging rebuke, the board released

an analysis that described the faculty report as full of inaccuracies. The analysis implied that faculty leaders were threatening the very "atmosphere of trust" that they had said was essential to protecting the university at a time of financial stress.

On the other hand, the vice-president for arts and sciences, Martin Meisel, followed the trustees' assessment with a letter to trustees and faculty colleagues in which he praised faculty leaders for helping the university avoid a hiring freeze and other potentially damaging actions.

As the dust began to settle last week, faculty and administrative leaders seemed to have emerged from months of budgetary uncertainty with a two-fold understanding: That the uncertainty would continue, and that they would have to work more closely and more constructively with one another to deal with it.

"These problems can be solved without politicizing the discourse," Mr. Cole, the provost, said after the faculty's closed meeting failed to produce a public attack or call for action against the administration.

Mr. Cole acknowledged the need for a continuing budgetary "dialogue" between the central administration and the arts-and-sciences faculty, which was created last year out of five academic divisions of the university—Columbia College, the Graduate School of Arts and Sciences, and the Schools of the Arts, General Studies, and International and Public Affairs.

"I'm interested in working for the welfare of the university," said Mr. Cole. "We have a tremendous amount of work to do to take a great university and make it stronger."

The provost's conciliatory language contrasted with a widely held faculty perception that he had been reluctant to share decision-making authority over the budget. Indeed, even as he projected a desire to improve cooperation with the faculty, Mr. Cole endorsed the trustee subcommittee's critique of the faculty report as "an accurate portrayal of what's been going on."

—LIZ McMILLAN

U. of Delaware and 2 Faculty Members Settle Dispute Over Grants From Pioneer Fund

NEWARK, DEL. Two faculty members who had charged the University of Delaware with violating their academic freedom by barring them from seeking grants from the Pioneer Fund have reached a settlement with the university.

The university last year banned Linda S. Gottfredson and Jan H. Blits from receiving grants from the Pioneer Fund after a faculty committee said the fund had supported research projects that were in direct conflict with the university's goal of promoting racial and cultural diversity. An arbitrator later ruled that the university must allow the two to apply for grants from the fund (*The Chronicle*, September 4, 1991).

Projects on Intelligence

The foundation has awarded several grants to Ms. Gottfredson and Mr. Blits, both faculty members in the educational-studies department, for research projects that focused on differences in intelligence based on race.

In an interview last week, Mr. Blits said the two had been subjected to a "very broad, pervasive pattern of harassment, even after the arbitration."

Under terms of the settlement Mr. Blits and Ms. Gottfredson will receive a year's

paid leave of absence. The settlement also stipulates that a "neutral observer" will oversee Mr. Blits's bid for promotion to full professor next year, Mr. Blits said. Other terms were not disclosed.

In a statement, Ms. Gottfredson and Mr. Blits said they were "very pleased" by the settlement. Maxine Colm, the university's vice-president for employee relations, said the university considered the settlement "an amicable accord on all outstanding issues."

—LIZ McMILLAN

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Committee on Institutional Cooperation. Religion. For research and collection of the sermons and unpublished writings of Howard Thurman: \$207,647 over two years to Colgate Rochester-Becology Hall-Crozier Divinity School Seminary.

—For publication of the second edition of *Directory of African-American Religious Bodies*: \$203,864 over two years to Howard U.

—For an annual symposium and publications of the Institute for Philosophy and Religion: \$339,874 over three years to Boston U.

Secondary education. For a study of alternatives to tracking in secondary schools: \$594,713 over three years to U. of California at Los Angeles.

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Business & Philanthropy

principally are concerned about teaching and research. They're not budget experts."

All the same, in an effort to broaden understanding and support of the university's long-term financial needs, the administration recently appointed a 45-member strategic-planning commission of faculty members, administrators, students, and alumni. Mr. Cole is the chairman.

For his part, Mr. Sovern said that while the administration had tried repeatedly to clarify budgetary projections for professors, he assumed it had to "bear some responsibility" for apparent miscommunications about the size of projected deficits.

Part of the tensions at Columbia has been a concern that internal controversies were being inappropriately aired in public. *The New York Times* had published an account last month of the faculty executive committee's report before some arts-and-sciences faculty members had had an opportunity to see the document itself.

Said Mr. Cole: "There has been a concerted effort on the part of the president

"I'm Interested in working for the welfare of the university. We have a tremendous amount of work to do to take a great university and make it stronger."

cuts and revenue adjustments, including reductions and other changes worth \$3.1-million in the arts and sciences, total shortages are now projected to hit \$15-million in each of the next two years. Most of the remaining deficits are to be covered by increases in the 5.5-per-cent slice of recent endowment earnings that the university would typically use for operating expenses.

Columbia's endowment has grown from about \$325-million in 1980 to more than \$1.5-billion.

Mrs. Michelson, the board chairman, said last week that she considered the university's fiscal problems to be "manageable." Columbia is on "much sounder footing" than many other academic institutions, she said.

Mistrust for a Moving Target

In the view of many arts-and-sciences faculty members, Columbia's budget estimates have been a moving target. Several faculty leaders said they did not fully understand or trust the administration's figures. But Mr. Cole suggested in an interview that the responsibility for any misunderstanding rested more with faculty members than with the administration.

"It's interesting," he said. "You can send out signals [about budget problems] for a long time, and they're not always received."

"It's not just a matter of people not paying attention," Mr. Cole added. "Faculty

myself, and others to keep the discourse within the family, within the community."

Many faculty members seemed to share that goal. As their meeting was about to begin two weeks ago, university employees were stationed outside the meeting room to check faculty credentials. They turned away several reporters, as well as some faculty members from other university divisions. Inside the room someone had scrawled across the blackboard: "Arts and Sciences Faculty Only. No Press."

Some observers attributed the uproar over Columbia's budget to the fact that growing deficit projections had coincided with the long-delayed creation of a single arts-and-sciences faculty.

"If we had managed to create it five years ago," said Mr. Sovern. "We wouldn't have had nearly the same kind of concern because we would have worked out the mechanisms" for communicating on the budget.

A professor who had pushed for the single faculty, David J. Helfand, chairman of the astronomy department, said Columbia previously had been "one of the few universities that has not had very much of a direct faculty role in governance."

Now that a structure exists for faculty "engagement," he said, the faculty wants a bigger role in the budget-making process. But he said it was not yet clear whether professors were "willing to commit the time, energy, and resources" needed to influence the process over the long term.

Students

Angry Protests Over Diversity and Free Speech Mark Contentious Spring Semester at Harvard

Tensions boil over after incidents that many say reflect a hostile atmosphere on the campus



Andrea Brenneke, a third-year law student at Harvard: "This is a blatant example of what happens when you don't have classes that focus on gender or race."

By MICHELE N-K COLLISON

Tensions that have simmered all year at Harvard University have boiled over this spring with the appearance of an inflammatory flier and a parody of an article by a feminist legal scholar.

Black, female, and homosexual students have held rallies condemning incidents that the students say have created a hostile atmosphere on the campus.

"Everything just hit the fan this spring," said Ronald S. Sullivan, president of the Harvard Black Law Student Association. "There are rallies and demonstrations almost every day. It's an extremely volatile atmosphere."

'Very Difficult Moments'

The fallout has prompted Harvard administrators to hold broad discussions on the law school's efforts to hire minority and female professors and to meet with black students to address their concerns. The controversies over the flier and the parody have also renewed age-old debates about what constitutes protected speech.

"Some students have had very difficult and tense moments this spring, but we are working round the clock to make progress on this campus," said Neil Rudenstine, president of Harvard. He added that "these problems won't be solved tomorrow."

Mr. Rudenstine said that "nothing is higher on my priority list" than diversifying the faculty in the College of Arts and Sciences and the law school and that he has held several discussions with faculty members to achieve his goal.

Those efforts have not satisfied many. *Continued on Following Page*

Fewer Programs Found to Teach Future Doctors How to Perform Abortions

By DEBRA E. BLUM

The number of hospital-training programs that routinely teach future obstetricians and gynecologists how to perform abortions is dwindling, according to a nationwide survey.

Some observers say the trend means that fewer physicians will be properly prepared to perform what is the most common outpatient surgical procedure that women undergo. Others, however, say that giving all residents in obstetrics and gynecology training in performing abortions is unnecessary because most abortions are performed by services or clinics that specialize in the procedure, not by physicians in more general practice.

John J. DeGloia, dean of student affairs, said the university agreed to support *cu Choice* in 1991 "to provide a setting for the free exchange of ideas." However, the club could not advocate abortion.

Mr. DeGloia said he met with club leaders 23 times during the past year to insure that they adhered to the guidelines. But he said: "Despite the extraordinarily conscientious efforts of the group's leadership and my extensive supervision, separating speech from advocacy proved unmanageable."

Students said that they would form another informal organization at the university.

Continued on Following Page

Trent MacKay, an assistant professor of clinical obstetrics and gynecology at the University of California at Davis medical school.

The survey covered only residency programs, which are four-year postgraduate programs offered by hospitals to train medical-school graduates in a specific area of medicine and give them hands-on experience with patients.

Dr. MacKay replicated a 1985 poll that had found that 22.6 per cent of programs in obstetrics and gynecology included abortion training as a routine part of residency, and that 27.8 per cent offered no such training. In the remainder, training in performing abortions was at the option of the resident.

The new survey found that the proportion of institutions offering abortion training as a routine part of residency had dropped to 12.4 per cent. A little over 36 per cent were found to offer optional training. Approximately 31 per cent of the institutions, including 29 hospitals affiliated with the Roman Catholic Church and 11 affiliated with the U.S. military that responded to the survey, do not offer any

abortion training to their residents. The survey also found that since 1985, at least nine institutions that previously offered training had stopped teaching residents how to perform abortions.

According to Dr. MacKay, six of those institutions said they had dropped their program because of pressure from their local communities; one because of lack of interest from residents; and two because of legal developments, such as the Supreme Court's decision three years ago in *Webster v. Reproductive Health Services* that gave states more latitude in restricting access to abortions.

Institutions responded to the survey anonymously.

'Low-Status, Low-Interest Procedure'

"The reality is that abortion in the medical community is a low-status, low-interest procedure that often comes with controversy or community pressure," Dr. MacKay said in an interview. "More and more it seems to be disappearing from the training agenda."

The Accreditation Council for Graduate *Continued on Following Page*

Fewer Programs Found to Teach Future Doctors How to Perform Abortions

Continued From Preceding Page

Medical Education, which accredits its residency programs, does not specifically require that programs in obstetrics and gynecology provide abortion training. It does say in its regulations, however, that programs must teach "clinical skills in family planning." Abortion, said Paul O'Connor, executive secretary of the council's Residency Review Committee, is an implied part of family planning.

Institutions that do not perform elective abortions, Mr. O'Connor said, may still be able to provide residents with proper training by teaching them how to evacuate a woman's uterus for other reasons—if a fetus has died, for instance. He also said that residents might do their rotations where elective abortions are performed.

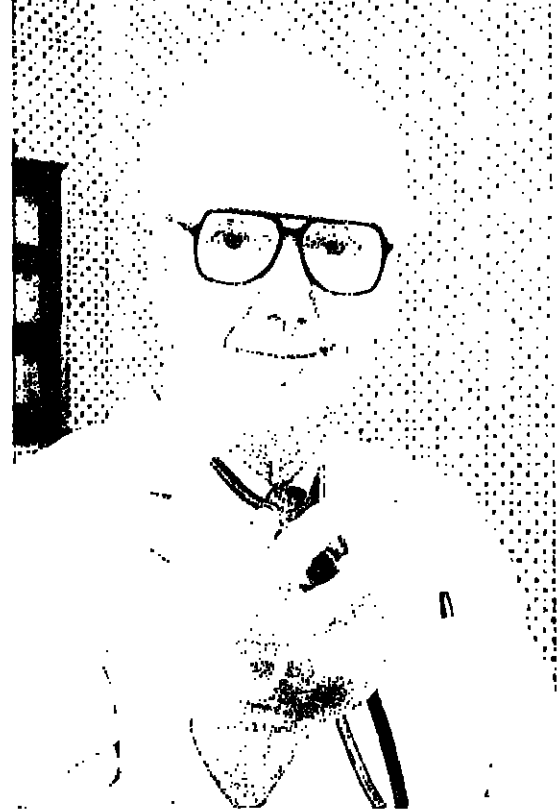
No Guidelines on Procedures

Accreditation guidelines for medical schools include no mention of family planning, abortion, or any specific surgical procedures. Institutions are required, however, to teach clinical obstetrics and gynecology. Third- or fourth-year students typically complete a six- to eight-week hospital rotation in the area, which may include being on hand when an abortion is performed. Institutions also are required to teach medical ethics, which may include the issue of abortion.

Opinions on how the trend away



Thomas A. Johnson: "We should be concerned that patients have their needs addressed with no barriers."



David V. Foley: "Nobody should have to be trained to do something that is morally wrong."

from routine abortion training in residency programs may affect the medical profession or the future availability of safe abortions vary according to political, moral, and religious views.

Physicians who say they object to a woman's right to choose an

abortion say the trend is a natural part of what they see as the growing anti-abortion movement around the country and a growing sentiment in the medical profession to shun the practice.

"It's a terribly destructive and emotionally degrading proce-

sure," said David V. Foley, president of the American Association of Pro-Life Obstetricians and Gynecologists. "Fewer programs are teaching how to perform therapeutic abortions because people don't like to do the operation and don't have to. Nobody should have to be

trained to do something that is morally wrong."

Physicians who say they support abortion rights worry that fewer doctors will be willing and able to perform safe abortions. They say gynecologists and obstetricians cannot offer their patients full health-care services unless they are well versed and skilled in standard procedures as abortion

Health Care Comes First

"You can't weigh the political significance of the pro-life, pro-choice debate when you're talking about learning how to provide health-care treatment to women," said Thomas A. Johnson, an associate professor of obstetrics and gynecology at the University of Massachusetts Medical Center at Worcester. "We should be primarily concerned that patients have their needs addressed with no barriers."

Since Worcester does not have an abortion service, Dr. Johnson said, as many as 20 per cent of its residents each year may not be exposed to the procedure at all.

Physicians who don't believe abortion training should be required of residents say the procedure—at least for first-trimester terminations—is fairly simple and would be easy to learn when residents are practicing physicians. They also note that most abortions now are performed at free-standing clinics, so it is less likely that physicians at hospitals or in private practice will need to perform the procedure.

Angry Protests Over Diversity and Free Speech Mark Contentious Spring Semester at Harvard

Continued From Preceding Page

its administrators to hire more women and minority faculty members. The law school has 59 tenured professors, of whom three are black men and five are women.

Derrick Bell, a black tenured professor of law, took a leave of absence two years ago to protest the law school's failure to hire a black woman professor.

After Mr. Bell went on leave, a group of law-school students sued the school, charging that it had failed to diversify its faculty. A lower court dismissed the suit, saying that the students had no legal standing. An appeal is being reviewed by the Massachusetts Supreme Court.

Tensions at the law school were exacerbated by the parody in the *Harvard Law Review* of an article by Mary Joe Frug, a professor of law at the New England College of Law who was stabbed to death in April 1991.

"This Was an Outrage"

The *Review* published the article by Ms. Frug in March entitled, "A Postmodern Feminist Legal Manifesto," over the objections of some male editors.

In April, on the anniversary of Ms. Frug's death, the *Review* published a parody of her article by two editors, Craig Cohen and Kenneth Penyo, entitled "He-Manifesto of Post-Mortem Legal Feminism." The parody was signed, Mary Doe, Rigor-Mortis professor of Law. The article was said to have been written "from beyond the grave."

Many students and faculty mem-

bers said the lack of diversity at the law school insured that sexist incidents like the publication of the parody would continue.

"This was an outrage, not a sophomoric prank by schoolboys," said Claudia Salomon, a first-year law student and a member of the Women's Law Association.

Added Andrea Brenneke, a third-year law student: "This is a

"What is wrong at Harvard is that for too many radical professors and students, freedom of speech for those who disagree with them is just not their thing."

marginalization of women's issues. This is a blatant example of what happens when you don't have classes that focus on gender or race. It says we don't care about her or feminist legal scholarship."

The parody has provoked unprecedented debate among faculty members. Law-school professors are engaged in a sort of paper war, with liberals and conservatives issuing daily statements on the law school's hiring procedures.

Twenty-one professors signed a letter saying that the parody is a "symptom of the much wider problem" and that students had told them that "the *Review*, like much of the law school, 'has an environment that is hostile to women.'"

Other professors argued that students and faculty members should not condemn free speech. In a syndicated column last month, the law professor Alan M. Derшовitz

and academic relationship hostile to women."

In a written statement, Mr. Clark said that the parody had "offended all standards of decency" but that it was unfair to say that many people at the law school shared its misogynist attitudes.

The law school's administrative board must decide whether to bring charges against the authors. The two editors have apologized, saying in a statement: "We realize that it was very wrong to write the parody." Mr. Clark said that the men were exercising their right to free speech and that he did not believe they should be punished.

While battles have raged at the law school, the situation at Harvard College has not been much better. "There have been several factors that have contributed to an anti-black atmosphere here," said Zaher Ali, a senior and president

of Harvard-Radcliffe Black Students Association.

The association recently produced a two-page flier entitled "On the Harvard Plantation." The flier listed "ignored injustices," that it said had been committed by the university police department, *Penninsula* magazine, the *Harvard Crimson*, and the law school.

Mr. Ali said the *Penninsula* flier depicting the black woman doing a striptease was the last straw. "Why should we have to walk around campus and see posters where black women are undressing before white men? It's degrading and humiliating to black women."

The flier repeatedly used the words "spade" and "Negro" and made references to the stereotype of the promiscuity of black men.

Staff members of the magazine said their actions had been misunderstood. "We made no attempt to offend anyone," said Roger Landry, a founder of *Penninsula*.

Mr. Landry said he was trying to make references to the stereotype of the promiscuity of black men. "present points of view that aren't heard at Harvard." He added: "At this university, there are correct ways of looking at race, homosexuality, and abortion. Women, minorities, and homosexuals only want to discuss issues the way they want to discuss them."

L. Fred Jewett, the dean of the college, condemned the flier and the magazine and said that he had met with black students last week.

But students said Harvard must take action. "Meetings won't solve the problems," Mr. Ali said. "We need to come up with programs to solve these issues."

Students

Athletics



Ron Polk, Mississippi State University's baseball coach: "We're still trying to fight the unfair cuts from before."

Coaches Fear Changes in Major-League Draft Will Hurt College Baseball and Its Athletes

By DEBRA E. BLUM

College baseball coaches and other campus sports officials are divided about whether changes in Major League Baseball's amateur draft will hurt college baseball and the athletes who play it.

Coaches fear the new rules will encourage athletes to leave college prematurely. But some officials of the National Collegiate Athletic Association say the changes will help their campaign to give all college athletes more flexibility in deciding when to turn professional.

In March, the owners of the professional baseball clubs voted that, starting with this June's draft, a pro team that drafts a high-school senior who decides to go to college will retain the right to sign that player for up to five years. Previously, a baseball team had to forfeit its rights to a player if he enrolled in college.

In another change, an athlete would now be allowed to sign with the team that has drafted him during the summer after each academic year. Previously, Major League Baseball permitted its teams to sign a player from a four-year institution only after his third or fourth year in college.

Gambling Incidents at 3 Colleges Leave Sports Officials Edgy

By DOUGLAS LEDERMAN

Recent revelations about gambling rings involving athletes at colleges in Rhode Island and Maine could portend another big point-shaving scandal, some college sports officials fear.

None of the athletes who are said to have gambled at Bryant College and the University of Maine at Orono have been accused of wagering on their own teams. But a grand jury in Rhode Island is reportedly investigating the possibility that men's basketball players at the University of Rhode Island bet on their own games. Even so, no one suggests that the cases are as serious as some of the gambling scandals that have rocked college sports in the last 40 years.

Some sports officials believe, however, that it is only a matter of time before the issue of point shaving, in which athletes arrange to have their team lose or win by less than the point spread, emerges again. After all, they note, a major scandal has hit in each of the last four decades: at City

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Survey Finds Increase in Graduation Rate of Football Players

The graduation rate of football players who enrolled in 1986 at universities in the College Football Association rose sharply from the year before, the association's annual survey found.

Officials of the 64-member CFA said they believed the increase, to 57.1 per cent from 51.1 per cent, proved the efficacy of the National Collegiate Athletic Association's adoption of tougher minimum academic standards for freshman athletes in 1986.

"The increase in graduation rates that is being realized today should bring an end to the controversy over minimum standards," said James Wharton, the former chancellor of Louisiana State University who helped to develop the standards, commonly known as Proposition 48.

"Those who believed properly structured minimum standards would result in greater efforts on the part of potential college athletes and on the part of the high schools were right," added Mr. Wharton, who is a professor of chemistry at LSU. "Student-athletes are better prepared for college, and that fact is showing up in graduation rates."

"It's just that simple."

'A Bit Speculative'

Ursula Walsh, the NCAA's director of research, said it might not be quite that simple. She said that while she hoped Proposition 48 had something to do with the higher rates found by the CFA, it would be "a bit speculative" and "premature" to draw that conclusion.

Ms. Walsh said the NCAA would have its own results about the academic success of

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Mr. Bergquist said the changes were "a done deal" by the time he and others

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Baseball Coaches Decry Changes in Draft Rules

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learned of them more than a week after they were passed. The owners of baseball's 26 teams voted unanimously for the changes at their quarterly meeting in March.

William A. Murray, the executive director of operations for Major League Baseball, said the league had previously discussed the matter with representatives of the NCAA and the Major League Players Association, the players' union, but that the league had made its own decision.

Mr. Murray said the changes in the rules were designed to give athletes more incentive to go to college, where, he said, they have the opportunity to develop their skills and earn a degree.

"Our new rules are intended to say: 'Go to school. After you come out, you'll have a place to sign,'" he said. He noted that another rule change, limiting the number of rounds in the draft to 50 this year and to 40 by 1994, will encourage more athletes who do not get drafted to go to college. Previously, the number of rounds was unlimited.

Criticism Is Discounted

Mr. Murray discounted criticism that the owners' moves were made purely for financial reasons. He said he expected that professional clubs still would pay top dollar for the best players.

He also said that while professional baseball had long looked to the colleges as a training ground for some potential players, it had no plans to increase that role by shrinking its own minor-league system. Some sports officials say

Survey Sees Increase in Graduation Rate of Football Players

Continued From Preceding Page

the entering class of 1986 within a month or so.

The football association's annual survey provides a glimpse of what college-sports officials call an "adjusted" graduation rate.

To determine that rate, a university accounts for all football players who either entered the institution as freshmen in 1986 or transferred into that class from another college, and subtracts from that number all players who left the institution in good academic standing.

It then looks at how many of those football players got their degrees by the end of the fall 1991 semester, or within five and a half years.

At all CFA institutions, the rate for the 1986 class was 57.1 percent, up six percentage points from 1985's 51.1 percent, which was the previous high.

The CFA said that using the adjusted rate, two institutions—Boston College and Texas Christian University—had graduated 100 percent of the football players in their 1986 classes.

—DOUGLAS LEDERMAN

that by giving teams the right to hold on to players throughout their college careers, the new rules may put more pressure on colleges to assume the role of the minor leagues.

'Some of Us Get Selfish'

Richard D. Schultz, the NCAA's executive director, said it was too soon to tell what effect the draft changes would have on college baseball. On one hand, he said, the rule changes make the baseball draft similar to that of the National

"It is ludicrous to say that these were anything but decisions based on money, instead of what is best for the athlete or college baseball."

Hockey League. Not many athletes leave college early to play professional hockey, he said.

But, he said, it is unclear whether more baseball players will seize the opportunity to leave school early.

Charles Theokas, athletics director at Temple University and head of the NCAA's professional-sports liaison committee, said the new rules would give athletes greater flexibility in deciding when to turn professional.

He said that most athletes probably would opt to stay in college, but that a top player could now sign for a lucrative salary after his freshman or sophomore year, instead of having to wait.

"Some of us get selfish sometimes," Mr. Theokas said. "We shouldn't have the right to hold kids back if they want to go pro. We have the responsibility of protecting their opportunities, not of making their decisions."

An Antitrust Angle

Some observers say the rule that gives professional clubs five years to sign draft picks may lead to legal action because it could be considered a violation of antitrust laws. The Major League Players Association has already filed a grievance about the rule under its collective-bargaining contract.

The union claims that the contract requires the league to negotiate changes in the draft rules with the union. The union also claims that the owners' move was intended to reduce the leverage the athletes have when negotiating a contract.

Some college coaches, who say they are still reeling from last year's NCAA cutbacks on the allowable number of coaches, scholarships, practices, and games, see the new draft rules as another burden.

"We're still trying to fight the unfair cuts from before," said Ron Polk, Mississippi State University's baseball coach, referring to the limitations on all Division I sports passed by the National Collegiate Athletic Association at its 1991 annual meeting. "And now this draft thing comes along. And it doesn't necessarily look good for our teams and student-athletes, either."

Gambling Incidents Involving Athletes Make Some Sports Officials Nervous

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College of New York in the 1950's, Seton Hall University in the 1960's, Boston College in 1979, and Tulane University in 1985.

The last spate of gambling incidents occurred in 1990, when several colleges, including the Universities of Arkansas, Florida, and Texas at Austin, punished athletes for their roles in gambling rings.

"Every year and a half the gambling problem seems to crop up, and right now we're seeing a rash of incidents," said Richard R. Hilliard, a National Collegiate Athletic Association enforcement director who investigates gambling allegations. "None of them rise to the level of a Boston College, a Tulane, but that's not to say the possibility doesn't exist."

Since early March, athletes at Bryant, Rhode Island, and Maine have been declared ineligible for possibly betting on college games.

Five Bryant athletes remain suspended pending the findings of a grand jury and the university's own inquiry. Maine has restored the eligibility of 20 athletes after determining that while they had gambled, they had not violated NCAA rules by betting on their own teams or giving information to profes-

sional gamblers. Maine suspended the athletes from a portion of their teams' games and required some of them to do community service.

Mr. Hilliard and James E. Delany, commissioner of the Big Ten Conference, said it was not surprising that athletes were involved in the kind of socially acceptable gambling that is sanctioned by

"There are tens of thousands of athletes in college sports. If you're surprised to find a dozen betting on games, you're really naive."

such things as lotteries and office pools.

"It's really an American thing," said Mr. Delany, who has long warned about the possibility of a major gambling scandal in college sports. "There are tens of thousands of athletes participating in college sports. If you're surprised to find a dozen athletes betting on games, you're really naive."

But Mr. Delany and other sports

officials say there's a narrow line between an athlete's betting on professional and college sports and the much more serious breach of gambling on one's own games.

Pressure and Compromise

With so much money percolating through college sports, and so much financial pressure on athletes, Mr. Delany said, an athlete need only make one mistake—for instance, to become indebted to the wrong person—to go astray.

"A lot of the kids are under strain," he said. "If someone tells him, 'We still want you to win, just by a few less points,' a relatively unsophisticated person might not see that as a compromise."

Neither Mr. Delany nor Mr. Hilliard believes colleges can do much to stop athletes from gambling except to educate them. Mr. Hilliard said some colleges bring in agents of the Federal Bureau of Investigation each year to give a "fear of God" speech about gambling.

Mr. Delany and many sports officials believe the consequences of a major gambling scandal would be far reaching. For all the scrutiny of college sports recently, he said, "the integrity of the outcome of the games themselves has not been questioned in a serious way."

"If it is," Mr. Delany warned, "the whole deck of cards comes down really quick."

ATHLETICS NOTES

■ Western Kentucky to keep football program

■ Ex-athlete drops suit against Creighton U.

Western Kentucky University's Board of Trustees voted narrowly last week to maintain the institution's football program, despite a budget panel's recommendation that the sport be suspended.

But the team's new life came with a catch: The trustees agreed that the university should spend no more than \$450,000 in institutional money on football next year, and said the athletics department would have to raise the rest of the money needed to keep the football team afloat.

"The board showed remarkable courage and commitment to the classroom in voting for this budget," said Charles J. Bussey, a professor of history and president of the campus chapter of the American Association of University Professors, which had called for the football program's elimination. "The absolute limit of \$450,000 of institutional funding—as long as the commitment holds—is really just a remarkable achievement."

A 12-member panel, headed by the institution's president, Thomas C. Meredith, had proposed last month that football be eliminated as part of a broad package of cost reductions designed to make up for a \$6.2-million cut in state funding.

Most of that deficit will be made up by cuts in administrative costs and the creation of auxilia-

ry enterprises, said Fred W. Hensley, director of university relations.

Sports officials, boosters, and football players had urged the university to keep the team. Sports officials had vowed to bring the team's costs—which had neared \$1-million in recent years—to a "bare-bones" level of \$765,000, and said they would raise the extra \$315,000 through ticket sales, away-game guarantees, sponsorships, and donations, said Paul Just, the sports information director.

—DOUGLAS LEDERMAN

A former Creighton University basketball player has agreed to drop a lawsuit charging the university with failing to educate him.

In the settlement, Creighton agreed to pay \$30,000 to the former athlete, Kevin Ross. In exchange, he agreed to drop his lawsuit, which claimed that the university had broken an oral contract by failing to give him a proper education in return for his four years of basketball play. Mr. Ross left Creighton in 1982 and later was judged to read at a third-grade level.

Creighton's general counsel, Greg Jahn, said the university admitted no liability in settling the case. Rather, he said, Creighton avoided a long and costly legal fight. The case was set to go to trial later this month.

Briefly Noted

■ The University of Nebraska raised \$34,832 at its annual spring football game. It had agreed to give the proceeds to a woman who had been beaten by a Nebraska football player. The athlete, Scott Baldwin, has pleaded not guilty by reason of insanity in the attack, and is to go to trial this month.

■ The University of Pittsburgh paid \$446,621 in the 1990-91 academic year to Mike Gottfried, the football coach it fired in 1989, the *Pittsburgh Post-Gazette* has reported. The payment to Mr. Gottfried was revealed in a disclosure form that Pittsburgh filed with the Internal Revenue Service, listing the five highest-paid employees.

Athletics

Dispatches

The U.S. Treasury Department, to the relief of colleges, has announced that a 1973 U.S.-U.S.S.R. tax treaty remains in effect between the United States and the members of the Commonwealth of Independent States.

In addition, the department announced that it will give Estonia, Latvia, and Lithuania the option of having the treaty apply to them as well.

Tax treaties are important to colleges that provide grants to foreign students. Some portions of the grants are subject to U.S. income taxes, and foreign students generally are not eligible for deductions and can face large tax bills. Tax treaties, however, generally include provisions to grant deductions to people from the signatory country. For that reason, colleges have to spend much more to support a student from a country with which the United States has no treaty, as a large portion of the grant could be taxed.

Since the collapse of the Soviet Union, college officials have been uncertain as to the tax status of students from the nations that used to make up the U.S.S.R. The Treasury Department announcement said the United States would negotiate new treaties with the former Soviet republics, but that, for the time being, the old treaty would apply.

No special festivities were held last week when classes resumed at Bir Zeit University on the Israeli-occupied West Bank, four years and four months after the institution was shut down by the army.

The colleges of engineering and of science were the first to resume classes under the "gradual reopening" of the institution announced by the Israeli Ministry of Defense last month (*The Chronicle*, April 29).

Bir Zeit and five other universities in the West Bank and Gaza Strip were closed shortly after the start of the Palestinian uprising against Israeli occupation in December 1987. The campuses were viewed by the Israeli occupation authorities as hotbeds of political activism. All have reopened over the past 18 months. Bir Zeit, which enrolled 2,500 students before it was shut down, was closed the longest.

Cuba has had to turn away thousands of students from developing countries who have sought to study there after the collapse of the Soviet Union.

The students had been sponsored by Foreign Ministry scholarships in the U.S.S.R., but those grants were suspended when the union dissolved. An official of Overseas Students' Department in Cuba's Foreign Ministry said the country this year had already enrolled more than 21,000 foreign students, most of them from sub-Saharan Africa, and could not accommodate any more.

International



Peruvian army commandos round up student leaders in Lima to thwart potential campus protests following last month's declaration of an emergency government.

Peru's President Seeks to Control Public Universities to Make Them Less Hospitable to Leftist Politics

By LUCIEN CHAUVIN

LIMA, PERU

Bringing Peru's public universities under government control and making them less hospitable to leftist political activity have clearly emerged as aims of President Alberto Fujimori's Emergency Government of National Reconstruction.

Last month, Mr. Fujimori dissolved

both the legislative and judicial branches of government and declared himself in charge of an emergency administration, which he said would run the country for one year. Peru's military supports Mr. Fujimori.

"Our objective is to achieve, through reconstruction, a prosperous and democratic society," the President said in a speech to the nation. Hundreds of univer-

sity students in Lima were rounded up by soldiers and army commandos after the emergency government was declared.

The arrests were the government's way of preventing student leaders from organizing protests of the President's decree, and of scaring off others who might consider such actions. The students who were detained were released within 72 hours.

Now a tense calm prevails as Peruvians attempt to come to terms with the full effects of the "presidential coup."

Reorganizing the country's education system was one of the 10 principal objectives that Mr. Fujimori set for the first six months of his emergency government. In his speech he also called on the universities to help foster the development of "a patriotic conscience" on their campuses.

Mr. Fujimori's inclusion of education reform as a main point in his emergency decree, and the fact that nearly a month after his announcement he has yet to name a Minister of Education, are seen by academics here as further evidence of the government's efforts to change the left-leaning political character of public universities.

Home to the Political Opposition

Like state universities throughout most of Latin America, those in Peru have often been home to the political opposition. Since the start of guerrilla activity here in the 1960's, student governments on the campuses have been allied with left-wing political parties. In recent years the universities have been viewed as sympathetic to the Maoist Shining Path movement—to its message, if not its violent means.

Among the rumors floating among academics in the capital is one that has Mr. Fujimori's government as its target.

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Pre-Invasion Tensions Are Ignited as Kuwait U. Tries to Return to Normal

By BURTON BOLLAG

One year after the allied military offensive ended Iraq's brutal occupation of Kuwait, the country's seven-campus university is struggling to return to normal.

Although classes were hurriedly resumed last September, much has been left to improvisation, since only 40 per cent of the estimated \$400-million worth of damage has been repaired.

The trauma of the occupation has also re-ignited pre-invasion tensions at Kuwait University. The rector has clashed with a former vice-rector over her contention that the institution is undemocratic and denies women their rights.

The administration also was confronted by female fundamentalist students who demanded the right to wear face veils on the campus.

In telephone interviews, officials and faculty members of the university spoke of its post-occupation progress and problems.

"The level of devastation is still quite obvious" at the institution's campuses, said Rasha Al-Sabah, an English professor

and former vice-rector for community service and information. Although windows have been replaced, many buildings are still marked by charred masonry from blasts set off inside their walls.

2 Years of Repairs

In fact, Kuwait security troops were still exploding mines left on the campuses when the university re-opened last fall. All seven campuses are now operating, with a total of about 9,000 students enrolled, about 15 per cent fewer than before the invasion.

Officials said it would take at least two more years to repair the extensive damage caused by the Iraqi army.

According to university administrators, Iraqi officers and soldiers used classrooms as barracks. They converted the drawers of metal filing cabinets in faculty offices into makeshift cooking grills and tore pages out of books to get their fires started.

Moreover, almost everything of value was hauled away. University officials said that Iraqi professors and university administrators in the capital is one that has Mr. Fujimori's government as its target.

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Kuwait U. Recovers From the Trauma of Iraqi Occupation

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istrators had been dispatched by Baghdad to Kuwait to supervise the wholesale removal of libraries and laboratories, many of which have not yet been replaced. Thousands of cables were cut as the invaders ripped out computers on the campuses.

Furniture, rugs, and even brass knobs on faculty mailboxes were stolen and must be replaced, according to the university. The government of the oil-rich emirate is financing the university's reconstruction, said Rector Shunib A. M. Shunib. "The university is

"we've gone back to the old ways." She accused the administration of nepotism and favoritism in filling key posts, and spoke of the "total disaffection" with the rector among faculty members. The rector declined to respond to the charges.

No Veils in the Lab

A different sort of confrontation took place when some female medical students tried to veil their faces and were ordered not to by the dean of the university's medical school. The fundamentalist-leaning student union staged a rare demonstration in support of the women.

The issue was resolved when the university administration decided that veils could be worn in lectures, but not in laboratories or when dealing with patients.

According to Ms. Al-Sabuh, however, activism over campus issues generally has been subdued. "Everyone is still under the shock" of the occupation, she said, and the politically inclined have turned their attention to the country's parliamentary elections, scheduled for October.

Officials say seven university students were killed as they fought against the Iraqi occupiers. As a gesture, the university is offering free courses to the relatives of all Kuwaitis killed during the occupation.

Palestinians Punished

In line with the country's policy of expelling many members of the large Palestinian community in Kuwait for having sided with Iraq in the conflict, the university has not renewed the contracts of the institution's 140 Palestinian faculty members, most of whom will therefore have no legal basis for remaining in the country.

Only limited numbers of non-Kuwaiti students and faculty members have been allowed to return to the university. They are from such countries as Egypt and Syria, which opposed the Iraqi invasion.

Ms. Al-Sabuh charged that some foreign faculty members had been "shabbily treated," and that some recently quit the medical faculty because, unlike the Kuwaiti instructors, they were never fully compensated for losses and suffering during the occupation.

Years of research in marine biology, oil and water pollution, AIDS and viruses, to name only a few areas, are irretrievably lost."

benefiting from acquiring the most up-to-date equipment," he added.

While physical losses can be replaced, lost research cannot. According to a university statement, "Years of research in marine biology, oil and water pollution, AIDS and viruses, to name only a few areas, are irretrievably lost."

Meanwhile, a controversy is stirring over the recent removal of Rasha Al-Sabah, an active campaigner for women's rights in Kuwait, from her post as vice-rector. The administration says she resigned, but Ms. Al-Sabah is protesting her removal.

'Back to the Old Ways'

Women Living Under Muslim Laws, a Paris-based group, has called Ms. Al-Sabah's removal "symbolically harmful" to women's efforts to gain more rights in Muslim countries.

Ms. Al-Sabah said in an interview that despite hopes for greater democracy in campus life after the end of the Iraqi occupation,

A Fundamentalist Who Is Critical of Science Appointed to Top Education Post in Britain

By DAVID WALKER

LONDON
Having backed the wrong horse in last month's election, which saw the Conservatives retain control of the government, British professors are now coming to terms with the appointment of a fundamentalist Christian who is critical of modern science as Education Secretary in Prime Minister John Major's new cabinet.

In a magazine article on parental responsibility, published just as he took office, John Patten, the new secretary, blamed modern science and secularization for diminishing the idea of evil. People need the prospect of "eternal damnation," he declared.

Perhaps in view of Mr. Patten's appointment, scientists welcomed a decision by Prime Minister Major to establish a special government department for science outside the Department of Education, which previously had responsibility for it.

William Waldegrave, who had been Secretary of State for Health, has been named to head the new science department. Like Mr. Patten, Mr. Waldegrave is a former fellow of an Oxford University college.

Mr. Patten was a professor of geography at Oxford University, where he had been a fellow of Hertford College until 1983.

'Carried Away'

University heads, asked for their reaction to the views Mr. Patten expressed in the article, were reluctant to comment publicly. Privately, however, one vice-chancellor noted that Mr. Patten's previous government appointment as Minister of State in the Home Office had carried responsibility for fighting crime and, faced with rising crime rates, the secretary might "have been carried away."

The Conservatives were kept in power even in the face of



John Patten, Britain's new Education Secretary: People need the prospect of "eternal damnation."

opinion polls showing them falling behind the Labor Party, which was the clear preference of a majority of university professors. However, Mr. Major moved quickly to restructure his cabinet. Mr. Patten succeeds Kenneth Clarke, the previous Education Secretary, who was named Home Secretary and is now responsible for law enforcement and public order.

Government spokesmen have said—but not for attribution—that Mr. Major expects Mr. Patten, as a former professor, to cultivate a less abrasive relationship with the universities than his fiery predecessor had. In Parliament Mr. Patten sits

for the Oxford West and Abingdon district, which takes in much of Oxford University. Educated at the University of Cambridge, he became a professor at Oxford in 1969.

In his controversial article on parental responsibility, which was published in *The Spectator* magazine, Mr. Patten called for the Christian church to adopt a more self-confident voice. The voice of the church, he wrote, should encourage parents, "exhort" children, and recognize the existence of evil "in the sins of society." He said a dwindling belief in damnation had led to a loss of fear of the consequences of bad behavior.

Pern Seeks to Control Universities and Rid Them of Leftist Politics

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Fujimori naming a military man to be education minister. Mr. Fujimori, who was rector of the National Agrarian University before running for president in 1990, has been at odds with students and faculty members at the public universities for a year. In May 1991 students pelted him with rocks at the San Marcos National University in Lima. The next day, the military took control of San Marcos and of the National Teachers College.

Autonomy Revoked

Last November, university reform was part of an avalanche of more than 100 executive decrees issued by the President. The decree that most affected higher education revoked the autonomy of public universities, which had allowed them to function beyond government influence. Revoking that autonomy gave the government the right to station troops on campuses, an action that would be illegal before the decree. Soldiers soon were dispatched to San Marcos, as part of a program to repair their run-down buildings. After painting over revolution-ary slogans, the troops did little but set up observation posts. Their presence on the campuses mainly serves to deter political activity.

Two weeks after declaring his emergency government, Mr. Fujimori made a surprise visit to San Marcos and to the national university in Callao, where he reiterated support for "a new climate of patriotism." Many have interpreted his comments to mean that students should not tolerate support for revolutionaries on their campuses. Pointing to the Shining Path slogan that had reappeared on the walls of the university in Callao, the President said that security forces would soon arrive "to re-establish order."

Harold Griffiths, a former vice-rector at the University of Lima and now a member of the institution's law faculty, has 10 years experience in higher education here. In his opinion, the President may be making a rhetorical hard line on education, but in reality the changes will be superficial.

Cuts in Spending

"I don't think external pressure can solve the problems, which are fundamentally academic," says Mr. Griffiths, who contends that the government has failed to provide financial support for its universities, leaving them with untold and badly prepared faculty. Currently, full-time professors at San Marcos earn approximately \$50 a month.

There are falling numbers of students and of academic quality. Professors have to take on remedial classes to make ends meet. Mr. Fujimori took office in 1990 and announced economic reforms aimed at reining in runaway inflation, then at a rate of 400 per cent, government spending at public univer-

sities has declined drastically. In addition, says Custodio Arias, a sociology professor at San Marcos, the government in each of the last two years has not turned over to the universities all of the money specified in their budgets.

"Because of the administration's myopia, there are no funds for infrastructure or salaries, not to mention research," he says.

Julio Gilvono, director of student health and welfare at San Marcos, says the economic constraints on the university and the military

presence on the campus have made students increasingly anxious. Students now fear that the government may eventually try to shut down the university.

Mr. Gilvono adds that the military's presence on campuses has not helped the government win the support of students.

Troops Sent to Villareal

Fear that Mr. Fujimori may shut down San Marcos is based on the government's actions against Lima's Federico Villareal National University. On the day of his coup, the President closed Villareal, which has long been allied with an opposition political party, and sent troops to surround it, as he had

done with the Congress building and the Palace of Justice. The university was allowed to reopen a few days later, but a fire on April 24 has closed it again.

In spite of the government's actions against Villareal and the fear that their own institutions may be next, many university students support Mr. Fujimori's actions.

The President's attacks against inefficiency at the universities have won him support, as have such populist gestures as his decree abolishing the thesis as a requirement for graduation.

A second-year medical student at San Martín de Porres University who gave his name only as Mirko supports the President's decision

to dissolve Congress and his proposed changes in the educational system. However, he does not think Mr. Fujimori's approach to solving problems at the universities will work. "The army can't change anything by painting over a few walls," he says.

Most academics agree that after more than 20 years of decay and politicization, Peru's public higher-education system definitely needs reform. In contrast to President Fujimori, however, they believe the changes must come from the universities themselves.

Says Mr. Arias, the San Marcos sociologist: "External pressure will only further weaken the country's educational system."

CONFERENCES, CALLS FOR PAPERS

FINDLAY
THE UNIVERSITY OF FINDLAY

Educating Citizens for 21st Century America: Strengths from Diversity

is the theme for the Tenth Annual Multicultural Summer Institute at The University of Findlay, which houses the first certified bilingual/multicultural teacher training program in the state of Ohio.

June 22-26, 1992

Invited consultants are:

Dr. Jim Cummins
The Ontario Institute for Studies in Education

Dr. Lily Wong-Fillmore
University of California-Berkeley



The Institute may be taken for non-credit, undergraduate or graduate credit. Tuition costs are available upon request.

For more information contact: Dr. Jean Nye, Director, International Center for Language and Resource Development, The University of Findlay, 1000 N. Main St., Findlay, OH 45840 (419) 424-4678

Town & Gown: Conflicts & Issues in Historic Preservation Symposium

Explore the dynamics between institutions of higher learning and the communities in which they reside. Topics include campus expansion and demolition of historic resources; and more.

Friday, June 12 and Saturday, June 13

Cosponsored by ... Harrisburg Area Community College and The Pennsylvania Historical and Museum Commission

Location ... Wildwood Conference Center, Harrisburg Area Community College, Harrisburg, PA 17110

For information ... Michel R. Lefevre, PHMC Symposium Coordinator: 717-787-4363 or HACC's Technical Institute: 717-780-2459

harrisburg area community college

HACC does not discriminate on the basis of race, color, religion, age, sex, national origin, ancestry, non-job-related handicap, place of birth, General Education Development Certificate (GED), marital status, sexual preference/orientation, or veteran status.

1993 National Conference

LIFELONG LEARNING

Among the 12.5 million students in American higher education, only 2 million fit our traditional conception: 18 to 21 year olds who go to college full-time and live on campus. Institutions of higher education find themselves in the midst of a period of fiscal austerity which demands that they find creative ways to do more with less.

CALL FOR PAPERS

Last year's first annual conference, "Lifelong Learning: Meeting the Higher Education Needs of Adult Learners," drew 250 participants from 36 states, 2 foreign countries and 116 institutions. The Second Annual Conference promises to be even more diverse in its attendance and presenters. Potential presentations will be reviewed by an external review board and should address some facet of the overall conference theme:

In this difficult and challenging era, how can teachers and administrators who are committed to lifelong learning find ways to enhance the quality of their service while remaining fiscally responsible?

Suggested Themes

- Diversity:** How can we reach out to new student populations whose talents, as Thomas Jefferson noted over 200 years ago, "...perish without use if not sought for and cultivated?"
- Teaching:** What new approaches can be taken toward developing and improving classroom teaching skills that take into account the unique needs of adult and part-time learners?
- Delivery:** How can we create, implement, and assess the impact of innovative delivery systems designed to meet the needs of the lifelong learner?
- Basics:** What new approaches to improving the basic skills of returning adult students hold promise for easing their transition into higher education?
- Assessment:** For institutions seeking to improve the quality of adult higher education opportunities, assessment is not an unpleasant mandate imposed from the outside but an internal necessity. How can assessment activities be regularly built into the structure of all aspects of the services we provide to adult learners?
- Technology:** What are the most appropriate, efficient and effective ways for using new technologies as part of the services (administrative, instructional, advising, placement) provided to adult learners?

Paper Submission Guidelines

- Please submit an abstract not to exceed three pages to: National University Research Institute • National University 4025 Camino del Rio South • San Diego, CA 92108
- Abstracts submitted on a 3 1/2" diskette in an ASCII format are preferred to facilitate production of the conference proceedings.
- All proposals must arrive at the National University Research Institute by July 1, 1992 to be considered for the conference.
- All proposers will be notified of the status of their papers by September 1, 1992.

For more information contact:
Jim Boss, Conference Director
(619) 563-7144

NATIONAL UNIVERSITY
RESEARCH INSTITUTE

France's New Education Chief Shelves Much of His Predecessor's Controversial Reform Package

By PATRICIA BRETT

PARIS
France's new Minister of State for Education and Culture, Jack Lang, wasted no time in dealing with the hot potato he inherited from his predecessor—a controversial package of university reforms. It took Mr. Lang less than three weeks to decide to "suspend" much of the proposed plan because "the universities are not ready to apply it and to push it through would lead to disorder and would harm students."

Mr. Lang conceded, however, that reforms were needed, particularly in the early stages of university studies. The current situation is "unacceptable for the students and for the nation," he said. Elements of the planned reforms that had been accepted by the majority of

university students, professors, and administrators will be put into effect, he said.

Those include a better advising

Elements of the planned reforms that had been accepted by a majority of students, professors, and administrators will be put into effect.

program for first-year students, procedures to regulate examinations, and projects aimed at increasing links among different courses of study to increase the possibilities of transferring. Measures for implementing such reforms in the fall will be announced by the end of May, Mr. Lang said.

The minister said he would make proposals in the fall to deal with

issues on which there is no consensus. One of those unresolved issues is the fate of the planned Certificate of University Studies,

which was to be issued after the first year under the reform plan.

The proposed certificate was designed for students who had completed a specified number of courses but did not meet the requirements for their second-year *Diplôme d'Enseignement Universitaire Générale*, known as the *DEUG*. The very idea of such a credential met with tremendous oppo-

sition from students, who saw it not only as useless but as a first step toward selective admission to universities, which they oppose.

The proposed certificate would amount to "a way of getting rid of students," charged one student leader. Mr. Lang said the certificate would be dropped or changed to a credential simply attesting to the level of studies attained.

Details of the changes planned for the content and curriculum for the *DEUG* and the higher-level *Licence* will be worked out with university presidents and will be announced in the fall, Mr. Lang said.

The diplomas are viewed by many here as among the elements of French higher education most in need of reform.

The *DEUG* is supposed to be obtained after two years of study, but students are now spending an average of four years to get the diploma. One step up from the *DEUG* is the *Licence*, which should take three years to obtain but is now taking students an average of five to six years. In both cases the time spent obtaining the credential is considered too long in relation to its value in the job market.

Most students and professors have applauded Mr. Lang's decision to shelve the proposed reforms. However, many others, including leaders of the National Union of Higher Education, the country's largest faculty union, and the UNEF-ID students' union, said Mr. Lang's action should not mean that university reform will be swept under the carpet.

Details of the changes planned for the content and curriculum for the *DEUG* and the higher-level *Licence* will be worked out with university presidents and will be announced in the fall, Mr. Lang said.

The diplomas are viewed by many here as among the elements of French higher education most in need of reform.

The diplomas are viewed by many here as among the elements of French higher education most in need of reform.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Michael Vande Berg
Kalamazoo College



Ellen M. Campbell
Woodbury University

Sandra L. Taylor
University of Arizona



Elizabeth Baer
Gustavus Adolphus College

John A. Flower
Cleveland State University

■ **New college and university chief executives:** Lee College (Tex.), Jackson Sasser; Moorpark College, James W. Walker; Otero Junior College, Joe M. Trece; University of Houston-Downtown, Max Castillo; University of Houston System, James H. Pickering; Ventura College, Jesus Carreon.

Appointments, Resignations

Marilyn F. Adams, former director of development at Catholic Charities in San Jose, Cal., to director of development at California School of Professional Psychology.

Elizabeth Baer, provost and dean of the college at Washington College (Md.), to dean of the faculty and vice-president for academic affairs at Gustavus Adolphus College.

Donald B. Bailey, Jr., associate professor of medical allied health at U. of North Carolina at Chapel Hill, to director of the child-development center.

Tudy W. Banta, professor and director of the center for assessment research and development at U. of Tennessee at Knoxville, to vice-chancellor for planning and institutional improvement at Indiana U.-Purdue U. at Indianapolis.

Stephen Blaisdell, interim dean of the college of arts and sciences at U. of North Carolina at Chapel Hill, to dean.

Gordon C. Borchardt, president of MacCormac Junior College, to chancellor.

John D. Bradley, acting vice-president for development and alumni relations at Columbia U., to vice-president for development and alumni relations at Boston U.

Joe Brookington, associate professor of German at Kalamazoo College, also to associate director of foreign study.

R. Dan Burke, vice-chancellor for business affairs at U. of Texas System, to executive vice-chancellor.

Ellen M. Campbell, dean of graduate studies and the weekend college at Woodbury U., to vice-president for graduate studies, extended studies, and enrollment management.

James Cannon, vice-president for instruction and assistant superintendent at El Camino College, to president of Ventura College.

Max Castillo, president of San Antonio College, to president of U. of Houston-Downtown, effective July 1.

Kevin A. Clements, professor of electrical engineering at Worcester Polytechnic Institute, to dean of graduate studies.

Mary Sue Coleman, associate provost and dean of research at U. of North Carolina at Chapel Hill, to vice-chancellor for graduate studies and research.

Joan D. Coley, professor and chair of education at Western Maryland College, to dean of graduate affairs.

Joanne Coville, acting controller at Stanford U., to controller.

Lewis A. Crikard, professor of drama and chair of drama and film studies at Dartmouth College, to director of the center for the creative and performing arts.

Rose C. Della Casa, labor-resources manager at Employment and Training Division of San Mateo County (Cal.), to director of contract education and community services at San Jose/Evergreen Community College District.

Barry Domino, manager of information systems at Otiscom Systems Inc. (Wilmington, Mass.), to director of information services for the business school at Wake Forest U.

Christine Edgecombe, grant coordinator

at Borgess Medical Center (Kalamazoo, Mich.), to associate director development at U. of Michigan-Dearborn.

Elizabeth Elise, former member of executive director of the alumni association at U. of Texas at Arlington, to director of institutional planning and research.

John A. Flower, president of Cleveland State U., to president of Lee College.

Joe Fugate, director of the foreign program at Kalamazoo College, to announce his retirement from the post, effective in September. He will remain on the faculty as professor of German language and literature.

Donald G. Gifford, dean of the college of law at West Virginia U., to dean of school of law at U. of Maryland at Baltimore.

Alexander Gonzalez, acting vice-president for academic affairs at California State U. at Fresno, to vice-president for academic affairs at U. of North Carolina at Chapel Hill.

Lyla L. Haggard, vice-president for academic affairs at U. of North Carolina at Chapel Hill, to director of planning and research.

James D. Hand, assistant dean for academic affairs at U. of Illinois College of Medicine at Rockford, to dean of school of medicine at U. of Illinois College of Medicine at Chicago.

George W. Harris, manager of business development and administration at Soft Shaven Products Inc. (Chicago), to compensation manager at Northwestern U.

Wilson L. Harrison, former president and chief executive officer of Sallie Krawcheck Bank and Trust Company (Washington, D.C.), to president.

Continued on Following Page

WITH the small increases in faculty salaries this year (*The Chronicle*, April 22), most faculty members can appreciate the joy with which **Joyce** and **E. Jay Hilty, Jr.**, greeted the news that they had won \$5.1-million in a *Reader's Digest* sweepstakes.

Ms. Hilty teaches data processing at Maple Woods Community College; Mr. Hilty teaches philosophy there. For now, they intend to keep their jobs, while receiving their winnings in installments of \$167,000 per year for 30 years.

Said Mr. Hilty, "We're going to pay off some college debts, but we really haven't thought about buying anything specific."

The Louisiana Division of Administration will pay \$178,000 to settle a lawsuit bought by **Harry J. Boyer**, former president of Delgado Community College.

Mr. Boyer, who is now president of Southern West Virginia Community College, resigned from Delgado in 1988 under pressure from then Louisiana Gov. **Buddy Roemer**. Mr. Roemer had threatened to close the college, accusing Mr. Boyer of mismanagement and cronyism. Mr. Boyer sued in April 1989 after the state's Board of Trustees refused to rehire him as a professor at the college. The board contended that he had relinquished his rights to tenure by resigning, and the state Attorney General's office supported that position.

Edwin Edwards, now Louisiana's Governor, said of the settlement: "I'm glad we got by as cheap as we did." (Mr. Boyer had originally sought \$718,000 in lost wages and benefits.)

Mr. Roemer, now teaching at Harvard University, said, "As far as the state paying money to Harry Boyer, I think that's a joke."

Four finalists to succeed **Jean Mayer** as president of Tufts University have been named. They are: **Stanley M. Katz**, president of the American Council of Learned Societies;

Franklin M. Loew, dean of the university's School of Veterinary Medicine;

Charles E. Putnam, executive vice-president for administration at Duke University;

Marina von Neumann Whitman, vice-president and group executive for public affairs and marketing at General Motors Corporation. Ms. Whitman is a former member of the Council of Economic Advisers and a former professor of economics at the University of Pittsburgh.

■ **C. Everett Koop**, former U.S. Surgeon General, has been appointed Distinguished Scholar at the Carnegie Foundation for the Advancement of Teaching. In announcing the appointment, **Ernest L. Boyer**, president of the foundation said, "Dr. Koop's affiliation with the foundation will be especially helpful in implementing our most recent report, *Ready to Learn: a Mandate for the Nation*, which emphasizes that every child should have a healthy start." Dr. Koop is a pediatric surgeon.

■ The resignation of **Gordon C. Borchardt** as president of MacCormac Junior College marks the end of an era. Mr. Borchardt first came to the private business college in 1958 as director of admissions and was named president a year later. Under his direction MacCormac was re-chartered as a non-profit junior college in 1965. The Board of Trustees has named Mr. Borchardt chancellor of the college, which has the country's oldest program in Court Reporting Studies.

CONFERENCES, CALLS FOR PAPERS

A47

THE SIXTH ANNUAL

National Conference on Student Retention &

- ◆ Marketing and Student Recruitment
- ◆ Student Success Courses and Freshman Programs
- ◆ Quality Service on Campus
- ◆ Institutional Effectiveness

Stretch your travel dollars...
Attend five conferences in one!

By investing just three days, you'll return with winning strategies for strengthening your campus—and your institution's future. Discover why nearly 5500 educators from over 1650 colleges and universities have attended at least one of our conferences. Participants say this is the best educational conference in the nation—you can't afford to miss it!

July 15-18, 1992

Hynatt Regency Hotel—San Francisco, CA

Call today for details: 1-800-728-4700

Convened by

NOEL/LEVITZ National Center for Student Retention

NORTHERN ARIZONA UNIVERSITY

A Summer Renewal Institute in the Pines

The Education of Native American Children

June 29—July 10, 1992
Northern Arizona University
Flagstaff, Arizona

A Banquet of Courses, Seminars, and Cultural Experiences for professionals interested in the education of Native American students.

For further information, call Dr. Thom Alcorn, Director of Native Education, Center for Excellence in Education, Northern Arizona University, (602) 623-9106

NAU is an EO/AA Institution

CALL FOR PAPERS

Midwest Popular Culture & American Culture Associations—19th Annual Conference
October 8-10, 1992 • Indianapolis, Indiana

Participants from all disciplines and methodologies are invited to submit proposals. Deadline for submissions to Area Chairs, August 17, 1992

Proposal Guidelines Are Available Now! Write: Carl Holmberg, Executive Secretary MPACA/MACA Department of Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403

October 4 - 7, 1992
San Antonio, Texas

THE MINORITY STUDENT TODAY

Recruitment, Retention, and Success

Attended last year by more than 300 higher education professionals, *The Minority Student Today Conference* is designed to discuss, explore, and devise strategies for serving one of the most important constituencies in higher education today, the minority student.

Research and forecasts clearly indicate that recent trends in minority participation in higher education must be reversed. This fifth in a series of conferences will continue a national forum for the exchange of ideas and viewpoints on the many critical issues and challenges that affect these important student populations.

The Conference Planning Committee invites proposals identifying replicable programs, approaches, and policy actions that have significantly impacted the recruitment, retention, and success of the minority student.

Proposal Guidelines (deadline June 15, 1992) and Registration Information now available. Write or Call:

The Minority Student Today Conference
University of South Carolina Division of Continuing Education
900 Assembly Street, Suite 200 • Columbia, S.C. 29208
(803) 777-9444 or (803) 777-2260 • FAX (803) 777-2663

CALL FOR PROPOSALS

Computers on Campus

National Conference

November 15 - 18, 1992
Columbia, South Carolina

This is the sixth in a series of conferences focused on the pervasive importance of computing in the academic environment. Hundreds of higher education professionals from the Americas and abroad have convened to learn from each other's varied experiences, to exchange ideas about academic computing, to gain valuable insights into implementing the latest technology, to identify new resources, and to find solutions to the issues and problems which face us all.

Sponsored by The University of South Carolina
Division of Continuing Education

Proposal Guidelines and Registration Information available now! Write or Call:

Computers on Campus • USC Division of Continuing Education
900 Assembly St., Ste. 200 • Columbia, S.C. 29208
(803) 777-9444 • (803) 777-2260 • FAX (803) 777-CONF

CALL FOR PROPOSALS



February 28 - March 3, 1993
Columbia, South Carolina

Sponsored by The University of South Carolina

Now, more than any time in recent history, institutions of higher education are facing critical challenges to utilize idle space, minimize down time, meet existing summer employment conditions, defray operating costs, and generate income. Specifically designed to focus on the pervasive importance of developing and maintaining successful summer programs, Maximizing Summer Opportunities will help you generate that new vitality.

Registration Information available now!

Write or call: University of South Carolina
Division of Continuing Education
900 Assembly Street • Suite 200 • Columbia, SC 29208
(803) 777-9444 • (803) 777-2260 • FAX (803) 777-CONF

Gazette

Continued From Preceding Page
Rich W. Turner, associate vice-president for university relations and development at California State U.-Dominatez Hills, to vice-president.
Michael Vande Berg, associate director of foreign study at Kalamazoo College, to director.
James W. Walker, assistant superintendent and vice-president for instruction and student services at College of the Canyons, to president of Moorpark College, effective July 1.

IN THE ASSOCIATIONS

Rachel Z. Booth, dean of nursing at U. of Alabama at Birmingham, has been named president-elect of American Association of Colleges of Nursing.

MISCELLANEOUS

Daniel T. Barkowitz, assistant director of financial aid at Boston College, to as-

sistant director of Massachusetts Educational Financing Authority.
William P. Foster, director of bands at Florida A&M U., has been elected vice-president of American Bandmasters Association.
Janel A. Rodgers, dean and professor of nursing at U. of San Diego, has assumed the presidency of American Association of Colleges of Nursing.
Preston J. Garrison, former national executive director of National Mental Health Association, to senior associate at Association Executive Resources Group.

Deaths

Marion L. Alsworth, 85, professor emeritus of pediatrics at Ohio State U., April 14 in Columbus, Ohio.
Robert A. Beahm, Jr., 65, former special assistant to the president and former vice-president for development at Cleveland State U., April 13 in Cleveland.
Banoroff Bentley, 97, former president of Simmons College, April 23 in Bedford, Mass.

TELECONFERENCES

Here We Go Again: Are Professors and Teachers Shortchanging Women and Girls?

A Live, Interactive Video Teleconference, Co-Sponsored by AAWC and the Rio Hondo College Teaching-Learning Center, on the AAUW Report, "How Schools Shortchange Girls," and its Implications for American Higher Education. For faculty, staff, and leaders in colleges and universities.

MAY 14, 1992 10:00 - 11:00 am (PST)

Panel:

- Sharon Schuster, President AAUW
- Lella Gonzalez Sullivan, President AAWC
- Evelyn Hu-DeHart, Dir., Center for Studies of Ethnicity and Race in America
- Pamela Fisher, Moderator, AAWC Vice President

Contact: The Teaching-Learning Center, Rio Hondo College, 3600 Workman Mill Road, Whitaker, CA 95068, (310) 908-3460 FAX (310) 908-4480

TELECONFERENCE ON WINNING



TO MAKE A WORLD OF DIFFERENCE Outreach Alliance 2000 Project

The Center for Leadership, Development and Research and The University of New Mexico Will Sponsor a Technical Assistance/Grant Writing Teleconference. May 20, 1992

1:00 - 3:00 p.m. (ET) 12:00 - 2:00 p.m. (CT) 10:00 - 1:00 p.m. (PT)

The aim of the teleconference is to provide an overview of the grant writing and submission process which is designed to increase access and participation of minority institutions in discretionary grant programs as authorized under Part D of the Individuals with Disabilities Education Act (IDEA).

Site Registration Form/Due Friday May 13, 1992.

- ☐ My institution would like to schedule the program.
- ☐ My institution has a downlink. (If not, complete next item.)
- ☐ My institution is wired for cable by my local cable station.
- ☐ If you do not have down-link capabilities call Dr. Walter Barwick at (202) 737-2405.

Name: (Coordinator) _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: () _____ Fax: () _____

Name of Institution: _____

Downlink Site Location: _____

Name of Technical Person: _____

Telephone: () _____

MAIL TO: Center for Leadership, Development and Research
 P.O. Box 91277, Washington, D.C. 20090-1277
 or FAX TO: (202) 737-2451

William G. Boyce, 70, former director of the museum of art at U. of Minnesota at Duluth, April 12 in Duluth, Minn.

Gordon M. Smith, 80, former dean of the college of agriculture at U. of Maryland, April 22 in Laurel, Md.

George F. Dales, Jr., 64, professor of South and Southeast Asian Studies at U. of California at Berkeley, April 18 in Berkeley, Calif.

Howard S. Ellis, 93, professor emeritus of economics at U. of California at Berkeley, April 15 in Capitola, Cal.

David Feinberg, 58, professor of physics at Columbia U., April 21 in New York.

Joan Hudson Garrett-Goodney, 50, associate professor of English at Smith College, April 23 in South Hadley, Mass.

Gwynn A. Greene, 76, former professor of education at Northern Illinois U., April 16 in Brunswick, Ga.

Paul Harvey, 71, former professor of physics at Yale U., April 13 in New Haven, Conn.

Stanley B. Jackson, 78, former professor of mathematics at U. of Maryland at College Park, April 19 in Mitchellville, Md.

Bernard Jacobs, 68, clinical professor of orthopedic surgery at Cornell U., April 19 in New Rochelle, N.Y.

Gordon S. Kallanaka, 51, assistant professor of German at U. of Central Oklahoma, April 21 in Edmond, Okla.

Eleanor L. Kimmel, 72, former assistant professor of social work at Catholic U. of America, April 3 in Washington.

Dorothy T. Moore, 69, former member of the psychology faculty at Berea College and Northwest Missouri State U., April 19 in Arlington, Va.

Gerard K. O'Neill, 69, professor emeritus of physics at Princeton U., April 27 in Redwood, Cal.

Richard C. Powell, 63, professor of medicine, biochemistry, and molecular biology at Indiana U. School of Medicine, April 17 in Indianapolis.

Elvin F. Schmitt, 89, former adjunct professor of piano at George Mason U., April 21 in Alexandria, Va.

Russell T. Sharpe, 86, president emeritus of Golden Gate U., April 15 in San Francisco.

Arthur C. Stam, 83, professor emeritus of air systems at U. of North Carolina at Chapel Hill, April 17 in Chapel Hill, N.C.

Frederick C. Thompson, 63, professor of English at U. of North Carolina at Chapel Hill, March 24 in Chapel Hill, N.C.

A. A. White, 85, dean emeritus of U. of Houston Law Center, March 10 in Houston.

Gian Carlo Wolk, 82, former professor of physics at Columbia U., April 20 in Turin, Italy.

Coming Events

A symbol (n) marks items that have not appeared in previous issues of The Chronicle.

MAY

8-9: History. "Empowerment: Perspectives on African-American History in Pennsylvania," conference, Lincoln University and other sponsors, Lincoln University, Pa. Contact: (717) 787-3043.

9-12: Biology. "Science: Who Pays? Who Profits?" annual meeting, Council of Biology Editors, Pittsburgh. Contact: Cindy Clark, (312) 616-0800.

9-12: Multiculturalism. "Preparing for Tomorrow: Meeting the Challenges of an Inclusive Society," conference, Multicultural Institute of the International Counseling Center, Washington. Contact: Multicultural Institute, (202) 483-0700, fax (202) 482-5233.

9-13: Intercultural programs. "Strategies for Cross-Cultural Communication in the New Information Age: Continuity, Change, and Innovation," annual conference, International Society for Intercultural Education Training and Research, Wyndham Rose Hall Hotel, Montego Bay, Jamaica. Contact: ISETR, (202) 737-5000, fax (202) 737-5553.

10-12: Information systems. "Campus-wide Information Systems: Leadership Roles for Libraries," conference, International Business Machines Corporation, Marriott Hilton Head Hotel, Hilton Head, S.C. Contact: James Corey, (904) 392-9020, or Peggy Federhart, (303) 924-9528.

10-13: Community education. "Learning to Build Communities: Adult Education for Health Communities," conference, Simon Fraser University, White River, British Columbia. Contact: Christine Schlatter, (604) 291-3066.

10-13: Finance. "New Organizational Structures: New Profit Models, and New Funding Sources for Economic

Development," conference, Pennsylvania State University, Pittsburgh. Contact: (412) 365-7018.

10-13: Institutional research. "Education: The Global Perspective," annual forum, Association for Institutional Research, Atlanta Hilton and Towers Hotel, Atlanta. Contact: AIR, (904) 644-4470; BITNET: AIR@VFSU.

10-13: Interdisciplinary programs. National conference on non-traditional and interdisciplinary programs, George Mason University, Virginia Beach. Contact: (703) 993-2020.

11: Disabilities. "Meeting the Challenge: Providing a Barrier-Free Environment," conference, University of Miami, Hyatt Regency-Miami Hotel, Miami. Contact: University of Miami School of Continuing Studies, (305) 284-4777, fax (305) 284-3318.

11-12: Marketing. "Marketing Clinic: How to Increase Adult Student Enrollment," College Board, Omni Ambassador East Hotel, Chicago. Contact: Elena K. Morris, (212) 713-8101.

11-12: Student recruitment. "Skills Development for New Admission Recruiters," workshop, Council for Advancement and Support of Education, Toronto. Contact: CASE, (202) 328-5900.

11-13: Fund raising. "Corporate and Foundation Support," workshop, Council for Advancement and Support of Education, Doubletree Marina Del Rey Hotel, Los Angeles. Contact: CASE, (202) 328-5900.

11-13: Institutional advancement. "Using Computers in Your Alumni and Development Operations," workshop, Council for Advancement and Support of Education, New Orleans. Contact: CASE, (202) 328-5900.

11-15: Diversity. "Valuing Diversity Training for the Users of the Valuing Diversity Film Series," workshop, Copeland Griggs Productions, Marquette Hotel, Minneapolis. Contact: Copeland Griggs Productions, (415) 668-4200, fax (415) 668-6004.

12: Education. "Interactive Multimedia in Education," videoconference, George Washington University. Contact: Arlene Pollnack, (202) 994-8233.

12: Information. "Information Shurins Across the Land," regional conference, Conference Board, Hyatt Regency Hotel, Chicago. Contact: Conference Board, (212) 759-0900, fax (212) 988-7014.

12: Institutional advancement. "Writing for Development," workshop, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: CASE, (202) 328-5900.

12: Safety. "Health and Safety for Educational Institutions, With Emphasis on Biological Materials Management," interactive video teleconference, California State University. Contact: Susan Copeland, (310) 985-2817.

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11-13: Institutional advancement. "Using Computers in Your Alumni and Development Operations," workshop, Council for Advancement and Support of Education, New Orleans. Contact: CASE, (202) 328-5900.

11-15: Diversity. "Valuing Diversity Training for the Users of the Valuing Diversity Film Series," workshop, Copeland Griggs Productions, Marquette Hotel, Minneapolis. Contact: Copeland Griggs Productions, (415) 668-4200, fax (415) 668-6004.

12: Education. "Interactive Multimedia in Education," videoconference, George Washington University. Contact: Arlene Pollnack, (202) 994-8233.

12: Information. "Information Shurins Across the Land," regional conference, Conference Board, Hyatt Regency Hotel, Chicago. Contact: Conference Board, (212) 759-0900, fax (212) 988-7014.

12: Institutional advancement. "Writing for Development," workshop, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: CASE, (202) 328-5900.

12: Safety. "Health and Safety for Educational Institutions, With Emphasis on Biological Materials Management," interactive video teleconference, California State University. Contact: Susan Copeland, (310) 985-2817.

12-14: Admissions. College fair, National Association of College Admission Counselors, Hartford Civic Center, Hartford, Conn. Contact: NACAC, (703) 836-2222, fax (703) 836-8015.

12-15: Faculty development. "Creating Climates for Learning," workshop, Council of Independent Colleges, Raleigh, N.C. Contact: Mary Ann Rehke, (202) 466-7230.

12-15: Fund raising. Conference on annual giving, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: (202) 328-5900.

12-15: Information systems. "Running an Effective Advancement and Information-Services Program," workshop, Council for Advancement and Support of Education, New Orleans. Contact: CASE, (202) 328-5900.

12-15: Management. "Facility Layout and Optimal Adjacency Modeling," workshop, OR/ED Laboratories, Oriental, N.C. Contact: (919) 249-3040.

12-18: Linguistics. Annual meeting, Southeast Asian Linguistics Society, Arizona State University, Tempe. Contact: Karen Adams, Thomas Hudak, or Julie Schaefer, (602) 965-4232, fax (602) 965-2012.

14: Fund raising. Seminars, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Development, 201 Melcor Building, 201 Melcor Building, Fort Lauderdale, Fla. 33304. Contact: (305) 371-1775.

14: Sex discrimination. "Hate vs. Hate: Are Professors and Teachers Shortchanging Women and Girls?" teleconference, Rio Hondo College and other sponsors. Contact: Rio Hondo College, 3600 Workman Mill Road, Whitaker, CA 95068. (310) 908-3460.

14-16: Katharine Anne Porter. "Katharine Anne Porter and 20th-Century Literature," conference, Baylor University, Waco, Tex. Contact: Roger Brooks, Armstrong Browning Library, Baylor University, Box 9712, Waco, Tex. 76798-7152.

14-17: Philosophy. Meeting, Society for the Philosophy of Education in the United States, University of Southwestern Louisiana, Lafayette, La. Contact: Steven Giambrone, Department of History and Philosophy, P.O. Box 42531, University of Southwestern Louisiana, Lafayette, La. 70504.

15: Disabilities. "The Americans with Disabilities Act: Title I-2850," satellite seminar, California State University at Long Beach, California Association of Rehabilitation Professionals. Contact: Val Program Development, University of California, 1250 Bellflower Boulevard, Long Beach, Cal. 90804. (562) 985-8334, fax (310) 985-4448.

15: Gay people. Meeting, Lesbian/Gay/Bisexual Transgender Post-Secondary Educators Conference, Normandy Community College, Bloomington, Minn. Contact: Ray Meyers, Normandy Community College, 9700 France Avenue, Bloomington, Minn. 55431.

15-16: History. "After Columbus: Spanish Legacy in the Southwest," conference, Huntington Library, Marino, Cal. Contact: (818) 463-4343.

15-16: Women. "Women's Policy Research Conference: Women's Policy Research Conference," workshop, Council for Advancement and Support of Education, Washington, D.C. Contact: Heidi Hartmann or Roberta Segal, 1200 17th St., Suite 104, Washington, D.C. 20036. (202) 785-5100.

15-17: Education. "An American Dream: Educating in a Multicultural World," conference, American Council for Global Education and World Affairs Council of Philadelphia, Philadelphia. Contact: AFGE, Suite 100, John Street, New York 10038. (212) 732-8606.

16-17: Critical thinking. "Critical Thinking Teaching Strategies," national institute, Foundation for Critical Thinking, Seattle. Contact: Critical Thinking, Sonoma State University, Rohnert Park, Cal. 94920. (707) 664-2940.

16-22: Women. "Leadership Development Program for Women in Higher Education," conference, National Leadership Development, Howard University, Washington, D.C. Contact: NLD, 640 North First Avenue, Phoenix 85003; (602) 225-2300.

17: Admissions. College fair, National Association of College Admission Counselors, Madison Square Garden, New York. Contact: NACAC, Suite 100, 22314, (703) 836-8015.

17-18: Legal issues. "Software Management Conference: Defining Gray Zones in Copyright Law," conference, Portland, Ore. Contact: Kassa Dellough, (800) 271-4714 or (503) 346-3537.

17-19: Business officers. "Business Officers Conference," national association of college and university business officers, Professional Association of College and University Business Officers, Washington, D.C. Contact: NACUBO, Suite 100, One Dupont Circle, Washington, D.C. 20036. (202) 861-2520.

17-19: Fund raising. "Seize the Opportunity," seminar, Institute for Change, Inc., Glenview, Ill. Contact: Robert Lenox, Atlanta. Contact: Robert Lenox, 1000 Peachtree Avenue, Suite 100, Atlanta, Ga. 30309. (404) 525-7575.

17-19: Jewish studies. "The Jewish Thought and History Conference," conference, Lehigh University, Bethlehem, Pa. Contact: Philip and Marjorie Center for Jewish Studies, Lehigh University, Bethlehem, Pa. 18015. (610) 758-3355.

17-20: Employment. "Compensation and Benefits," conference, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Development, 201 Melcor Building, Fort Lauderdale, Fla. 33304. Contact: (305) 371-1775.

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17-19: Jewish studies. "The Jewish Thought and History Conference," conference, Lehigh University, Bethlehem, Pa. Contact: Philip and Marjorie Center for Jewish Studies, Lehigh University, Bethlehem, Pa. 18015. (610) 758-3355.

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Coming Events

Continued From Preceding Page

20-21: Management. "Values Based Total Quality Management for Higher Education." Institute, Marian College, West Point, N.Y. Contact: International Values Institute, Marian College, 45 South National Avenue, Fond du Lac, Wis., 54935; (414) 923-8140, fax (414) 921-8228.

20-22: Nursing. "Successful Grantwriting Techniques for Nurses and Health-Care Professionals." Seminar, David G. Bauer Associates, One Park Central, New York. Contact: dgba, Suite 240, 2604 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.

20-22: Academic advising. Regional conference, National Academic Advising Association, University of Kansas, Lawrence, Kan. Contact: Joe VanZandt, (913) 864-4371.

20-22: Research parks. "Global Technology Development: University Research Parks and Incubators," annual international conference, Association of University Related Research Parks, Austin, Tex. Contact: (602) 752-2002, fax (602) 752-2003.

20-23: Literature. Bicentennial conference on Percy Bysshe Shelley, National Endowment for the Humanities and New York Public Library, New York. Contact: Betty T. Bennett, Keats-Shelley Association of America, Room 226, New York Public Library, Fifth Avenue at 42nd Street, New York 10018-2788; (212) 746-0655.

20-24: Interdisciplinary studies. "Myth and Knowledge." Interdisciplinary conference, Sir Wilfred Grenfell College of Memorial University of Newfoundland, Corner Brook, Newfoundland. Contact: Michael Coyne or George Gunther, Sir Wilfred Grenfell College, Memorial University of Newfoundland, Corner Brook, Newfoundland A2H 6P9; (709) 637-6333, fax (709) 639-8125.

20-24: Academic advising. Regional conference, National Academic Advising Association, Appalachian State University, Boone, N.C. Contact: Earlene McNeill or Pam Hoffman, (704) 262-2167.

20-24: Black students. "The Research Problem: Black Intellectual Activism on the Horizon at the 21st Century," annual conference, National Black Graduate Student Association, Howard University, Washington. Contact: (510) 642-5881 or (510) 642-6680.

20-24: International education. Workshops, NAFSA: Association of International Educators, Chicago. Contact: NAFSA, Suite 1000, 1875 Connecticut Avenue, N.W., Washington 20009-5728; (202) 462-4811, fax (202) 667-3419.

20-28: Sport history. Annual convention, North American Society for Sport History, Dalhousie University, Halifax, Nova Scotia. Contact: Joan Paul, Department of Human Performance and Sport Studies, University of Tennessee, Knoxville, Tenn. 37996-2700.

20-24: International studies. "North American Nazul Conference," Tarzana, Medford, Mass. Contact: Abdul-Shibbi, Stony Hill College, North Fenton, Mass. 02375; (508) 230-9509, fax (508) 238-9233 or Tarzana, 33 Trainers Road, Lawrenceville, Ga. 30046; (404) 962-1555; (617) 396-8266.

20-28: Canadian higher education. Conference, Association of Canadian Community Colleges, Montreal. Contact: ACCC, Suite 200, 1223 Michael Street North, Ottawa K1J 7T2; (613) 746-5916, fax (613) 746-6721.

20-27: Adult students. "The Adult Learner: Programs to Attract, Retain, and Educate Older Students," conference, University of South Carolina, Columbia, S.C. Contact: National Conference on the Adult Learner, University of South Carolina Division of Continuing Education, Suite 200, 900 Assembly Street, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-2260, fax (803) 777-9357.

20-27: Higher education. "Celebration of Teaching Excellence and Conference of Administrators." National Institute for Staff and Organizational Development and League for Innovation in the Community College, Austin, Tex. Contact: Suzanne D. Roney, Director, NISO, University of Texas, 448 JAB, Austin, Tex. 78712; (512) 471-7545.

24-June 6: Bioethics. "Extended Bio-American Bioethics Course," Georgetown University and Pan American Health Organization, Washington. Contact: Irene A. McDonald, Kennedy Institute of Ethics, Georgetown University, Washington 20057; (202) 687-8099, fax (202) 687-6770.

25 Memorial Day Observed

25-26: Management. "Merit-Pay Systems" workshop, OR/Ed Laboratories, Oriental, N.C. Contact: OR/Ed, P.O. Box 888, Oriental, N.C. 28571; (919) 249-3040.

25-29: College stores. Annual meeting, National Association of College Stores, New Orleans. Contact: NACS, 550 East Loran Street, Oberlin, Ohio 44074; (216) 775-7777.

25-29: International studies. "Globalization and the Caribbean," conference, Caribbean Studies Association, Grenada. Contact: Edward L. Cox, Department of History, Rice University, P.O. 1892, Houston 77251; (713) 527-4947.

25-29: Student personnel. "Gateway to New Alliances," triennial conference, College Placement Council, San Francisco Hilton Hotel, San Francisco. Contact: Louise Lessel, c/o 62 Highland Avenue, Bethlehem, Pa. 18017; (800) 544-5272 or (215) 868-1421, fax (215) 868-0308.

25-31: Biology. "The Cell and Molecular Biology of *Chlamydomonas*," international conference, Genetics Society of America and other sponsors, Axilomar Conference Center, Pacific Grove, Cal. Contact: George Witman, Worcester Foundation for Experimental Biology, Shrewsbury, Mass. 01545; (508) 842-9921, fax (508) 842-3915, or csa, 9550 Rockville Pike, Bethesda, Md. 20814; (301) 571-1825, fax (301) 530-7079.

25-29: Faculty development. "Creating Climates for Learning," workshops, Council of Independent Colleges, Cleveland and Philadelphia. Contact: Mary Ann Rehner, c/o Suite 320, One Dupont Circle, Washington 20036; (202) 466-7230.

25-29: Fund raising. "Effective Personal Communication in Major Donor Solicitation," workshop, Council for Advancement and Support of Education, Washington. Contact: csa, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

25-29: Minorities. "Redefining Education: the Challenge of Black Leadership," conference, Illinois Committee on Black Concerns in Higher Education, Northwestern Illinois University, Chicago. Contact: Melvin C. Terrell, (312) 794-2857, fax (312) 794-6136.

25-29: Women's studies. Conference, Association of Women's Music and Culture, Indiana University, Bloomington, Ind. Contact: (812) 855-4661 or Susan Frazier, Goldenrod and Horizons, 1712 East Michigan Street, Lansing, Mich. 48912; (517) 484-1712.

25-30: Information. "Telecommunications, Networking, and the Networked Information Resource Revolution," mid-year meeting, American Society for Information Science, Albuquerque, N.M. Contact: ASIS, 8720 Georgia Avenue, Silver Spring, Md. 20910; (301) 495-0900.

25-30: Philosophy. Conference on Santayana, Texas A&M University and other sponsors, Avila, Spain. Contact: Herman J. Sunkamp, Philosophy Department, Texas A&M University, College Station, Tex. 77843-4237.

25-31: Computers. Conference on "Mathematics." Wolfram Research Inc., Boston. Contact: Donna Brown, Wolfram Research, 100 Trade Center Drive, Champaign, Ill. 61820-7237; (212) 398-0700, fax (212) 398-0747.

25-31: Philosophy. Canadian-section meetings, International Society for Philosophy of Law and Social Philosophy, Charlottesville, Prince Edward Island. Contact: Wesley Crags, Philosophy Department, Laurentian University, Sudbury, Ontario P3B 2C6.

26-27: International education. "International Education at the Crossroads," annual conference, NAFSA: Association of International Educators, Chicago. Contact: Conley Turner, NAFSA, 1875 Connecticut Avenue, N.W., Washington 20009-5728; (202) 462-4811, fax (202) 667-3419.

26-27: Higher education. "Celebration of Teaching Excellence and Conference of Administrators." National Institute for Staff and Organizational Development and League for Innovation in the Community College, Austin, Tex. Contact: Suzanne D. Roney, Director, NISO, University of Texas, 448 JAB, Austin, Tex. 78712; (512) 471-7545.

26-29: Student personnel. "Using Financial Aid to Meet Your Enrollment Goals," workshop, Council for Advancement and Support of Education, Pennsylvania State University, University Park, Pa. Contact: csa, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

26-29: Non-traditional education. "New Pathways to a Degree: Using Technologies to Open the College," workshop, Annenberg/cpo Project, Saratoga Springs, N.Y. Contact: Carol Twiss, Coordinating Center, Empire State College, Saratoga Springs, N.Y. 12866; (518) 387-2100.

26-29: Student personnel. "Using Financial Aid to Meet Your Enrollment Goals," workshop, Council for Advancement and Support of Education, Pennsylvania State University, University Park, Pa. Contact: csa, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

26-29: Management. "Merit-Pay Systems" workshop, OR/Ed Laboratories, Oriental, N.C. Contact: OR/Ed, P.O. Box 888, Oriental, N.C. 28571; (919) 249-3040.

26-29: Community colleges. Regional seminar, Association of Community College Trustees, Williamsburg, Va. Contact: acct, 1740 N Street, N.W., Washington 20036; (202) 775-4667.

26-30: Deaf students. "Educational Applications of Technology for Deaf Students," national symposium, National Technical Institute for the Deaf and Rochester School for the Deaf, Rochester, N.Y. Contact: Rochester Institute of Technology, National Technical Institute for the Deaf, James Carroll, Lyndon Bailey Johnson Building, P.O. Box 987, Rochester, N.Y. 14623-0887; (716) 475-6821, fax (716) 475-6500.

26-30: American studies. Annual national cowboy symposium, Texas Tech University, Lubbock, Tex. Contact: Ranching Heritage Center, Texas Tech University, Box 43201, Lubbock, Tex. 79409; (806) 742-2498.

26-30: Fund raising. "Planned Giving: Opportunities for the 21st Century," conference, Chicago Planned Giving Roundtable and National Society of Fund Raising Executives, Westin Hotel, Chicago. Contact: (708) 655-0134.

26-30: Institutional education. "Case Study of a Gold Medal Institution-Relations Program," workshop, Council for Advancement and Support of Education, Pennsylvania State University, University Park, Pa. Contact: csa, (202) 328-5900.

26-30: Black studies. "The Diversity of the African-American Religious Experience: a Continuing Dialogue," symposium, Schomburg Center for Research in Black Culture, New York Public Library, New York. Contact: Preservation of the Black Religious Heritage Project, Schomburg Center for Research in Black Culture, 515 Malcolm X Boulevard, New York 10037; (212) 491-2040.

26-30: Computers. "Computers Across the Curriculum: Technology in the Freshman Year," conference, City University of New York and other sponsors, Marriott Financial Center Hotel, New York. Contact: Max Kirsch, Office of Academic Computing, City University of New York, 14th Floor, 335 West 57th Street, New York 10019; (212) 541-0324.

26-30: Computers and mathematics. "Computing in the Calculus," conference, Rensselaer Polytechnic Institute, Troy, N.Y. Contact: Joe Ecker, Mathematical Sciences Department, Rensselaer Polytechnic Institute, Troy, N.Y. 12180; (518) 282-6466.

26-30: Social issues. "What Difference Does Difference Make? The Politics of Race, Class, and Gender," conference, Duke University-University of North Carolina Center for Research on Women, Carolina, Chapel Hill, N.C. Contact: Jacquelyn Dowd Hall, (919) 962-8076 or Rachel Davies, Friday Center, University of North Carolina, Chapel Hill, N.C. 27599-3202; (919) 962-1124, fax (919) 962-2061.

26-June 12: Philosophy. "Reinventing Socialism: the View From Cuba," meeting, Conference of North American and Cuban Philosophers, Havana. Contact: Cliff Durand, 1443 Gorsuch Avenue, Baltimore 21218.

26-30: Phenomenology. "Chronos and Kairos: The Profound Moment in Creativity, the Passions, and Inten-

tionality," conference, World Phenomenological Institute, Messina, Greece. Contact: A-T. Tymoczko, (617) 489-3696.

30-June 2: Multicultural issues. "Preparing for Pluralism: Meeting the Challenges of an Inclusive Society," national conference, International Counseling Center, Washington. Contact: icc, (202) 483-0700, fax (202) 483-5233.

30-June 8: Faculty. "Faculty Development: Tradition and Transformation—an Institute for New Faculty Developers," University of Delaware and Appalachian State University, Boone, N.C. Contact: (704) 262-3045.

31-June 2: Engineering. Annual conference, Women in Engineering Program Advocates Network, Capital Hilton Hotel, Washington. Contact: Susan Staffin Metz, (202) 216-5245.

31-June 2: Fund raising. "Major-Gifts Roundtable," Institute for Charitable Giving, Washington Marriott Hotel, Washington. Contact: (312) 222-9757.

31-June 8: Drug abuse. "Advanced School of Alcohol and Drug Studies," Rutgers University, New Brunswick, N.J. Contact: (908) 932-4317.

31-June 24: Bioethics. "Extended European Bioethics Course," Georgetown University, Washington. Contact: Diane Michutka, (202) 687-8099.

31-June 28: Humanities. "The Greek Character: Warrior, Citizen, and Thinker," institute, Community College Humanities Association, Washington. Contact: Lyle E. Linville, (215) 751-8860.

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Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0570.

June 1: Humanities. Application for grants for publication of texts in the field of important works. Contact: National Endowment for the Humanities, Room 318, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0207.

June 6: Foreign students. Application for grants to assist graduate and postgraduate students from the Baltic countries and East Europe. Contact: East Europe Center, Director, Baltic/East Europe Center, an Assistance Awards Program, NAFSA: Association of International Educators, 1875 Connecticut Avenue, N.W., Suite 1000, Washington 20009-5728; (202) 939-3124, fax (202) 939-3115.

June 8: Humanities. Application for grants for humanities projects in museums and historical organizations. Contact: National Endowment for the Humanities, Room 420, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0284.

June 18: Academic affairs. Proposals for the theme "The Academy and Community: Implementing the Curriculum," for possible presentation at the annual conference of the Midwest-Central Region Academic Affairs Administrators, to be held in October in Ann Arbor, Mich. Contact: Jerry D. Burnam, Associate Dean, College of Applied Life Studies, University of Illinois, 1206 South First Street, Champaign, Ill. 61820; (217) 333-2131, fax (217) 333-0094.

June 26: Higher education. Manuscripts for possible publication in *Issues in Higher Education: Learning and Teaching*. Contact: Sally Knight, Manuscript Editor, PCIE Offices, Eastern Michigan University, Ypsilanti, Mich. 48197.

May 28: American studies. Proposals for the theme "The New Abundance: Agricultural Revolution and the Shrinking World of the 19th Century," for possible presentations at a symposium, to be held in October in Lexington, Ky. Contact: Dinmore H. Heston Foundation, P.O. Box 410, Lexington, Ky. 40506; (606) 386-4101.

May 30: Continuing education. Proposals for possible presentations at a conference on international programs in continuing education, to be held in November in Lexington, Ky. Contact: Conference Office, University of Kentucky, 204 Frazier Hall, Lexington, Ky. 40506-0031.

May 30: Higher education. Proposals for the theme "The Dual-Career Couple in Higher Education," for possible presentations at a conference, to be held in October in Lexington, Ky. Contact: Conference Office, University of Kentucky, 204 Frazier Hall, Lexington, Ky. 40506-0031.

May 30: Off-campus programs. Proposals for possible presentations at a conference on "University downtown centers," to be held in September in Lexington, Ky. Contact: Conference Office, University of Kentucky, 204 Frazier Hall, Lexington, Ky. 40506-0031.

May 30: Equal opportunity. Proposals for possible presentations at the annual conference of the National Council of Educational Opportunity Associations, to be held in September in Washington. Contact: Andrea Rovee, Director, Academic Enrichment Center, University of Wyoming, P.O. Box 308, Laramie, Wyo. 82071; (307) 786-3448.

May 30: Sociology. Abstracts of papers on the theme "Stability and Change in Stratification Systems," for possible presentation of a conference of the International Sociological Association, to be held in August in Salt Lake City. Contact: Bam Dev Sharma, Professor of Sociology, 301 Social and Behavioral Science, University of Utah, Salt Lake City 84112; (801) 581-0823, fax (801) 585-3748.

June 1: American studies. Proposals for possible presentations at a meeting of the American Culture Association in the South, to be held in October in Augusta, Ga. Contact: Ron Buchanan, Sargent Reynolds Community College-Western Campus, P.O. Box 85622, Richmond, Va. 23285-5622; (804) 786-7112.

June 1: Global trends in distance education. "Global Trends in Distance Education," for possible presentations at a conference, to be held in September in August. Contact: Bob MacVane, Dean of Community and External Programs, University of

Massachusetts, August 1, 1992. Contact: (617) 489-3696.

June 1: Popular culture. Proposals for possible presentations at a meeting of the Popular Culture Association in the South, to be held in October in Augusta, Ga. Contact: Ron Buchanan, Sargent Reynolds Community College-Western Campus, P.O. Box 85622, Richmond, Va. 23285-5622; (804) 786-7112.

June 8: Geologic remote sensing. Proposals on the theme "Geological Remote Sensing: Exploration, Environment, and Engineering," for possible presentations at a conference, to be held in February 1993 in Pasadena, Cal. Contact: Nancy J. Wallman, URM, P.O. Box 134001, Ann Arbor, Mich. 48113-4001; (313) 994-1200, ext. 3234, fax (313) 994-5123.

June 15: Literature. Manuscripts on the theme "The Politics of Popular Fiction," for possible publication in *Lit-*

erature, Interpretation Theory. Contact: Lee Jacobus and Regina Barreca, Department of English, U-25, University of Connecticut, Storrs, Conn. 06268.

June 18: Utopian studies. Proposals for possible presentations at the annual meeting of the Society for Utopian Studies, to be held in November in Baltimore. Contact: Lisa Lebacker, Department of French and Italian, University of Arizona, Tucson, Ariz. 85721; (602) 621-7350 or (602) 299-8727.

June 30: History. Proposals for possible presentations at the annual meeting of the New England Historical Association, to be held in October in Providence, R.I. Contact: Peter Holloran, New England Historical Association, Pine Manor College, Chestnut Hill, Mass. 02167.

June 30: Women's studies. Papers for possible presentation at a symposium on the history of women in Massachusetts, to be held in October in Boston, Mass. Contact: Martin Kaufman, Director, Institute for Massachusetts Studies, Westfield State College, Westfield, Mass. 01086.

Distance learning. Proposals for possible presentations at "Telelearning Conference '92: Creating Connections," to be held in October in Denver. Contact: Coast Telecourses, 1460 Warner Avenue, Fountain Valley, Cal. 92708-2597; fax (714) 241-6286.

Human relations. Papers on the theme "New Directions in Human Relations: Making It Work," for possible presentations at a conference of the Minnesota Human Relations Association, to be held in October in St. Cloud, Minn. Contact: Polly Kellogg, Human Relations Center, St. Cloud State University, St. Cloud, Minn. 56301.

Literature. Papers for possible presentations at the annual conference of the Pacific Northwest Library Association, to be held in August in Bellevue, Wash. Contact: Richard Dunn, Mansfield Library, University of Montana, Missoula, Mont. 59812; (406) 243-6771, fax (406) 243-2060.

Non-profit organizations. Case studies to be published in *Nonprofit Management Case Study Collection*. Contact: Ken Kozlowski, Curriculum and Publications Manager, Institute for Nonprofit Organization Management, 4306 Quarry Boulevard, Suite 201, San Francisco 94118-3004; (415) 750-5180.

Religious studies. Proposals for possible presentations at the annual conference of the North Carolina Religious Studies Association, to be held in October in Winston, N.C. Contact: Herman Thomas, Department of Religious Studies, University of North Carolina, Charlotte, N.C. 28223; (704) 547-4598, or Jon Young, College of Arts and Sciences, Fayetteville State University, Fayetteville, N.C. 28301-4296; (919) 486-1811.

May 31: Journalism. Applications from schools or departments of Journalism or mass communication for support for a Journalism professional in residence. Contact: Felix Gutierrez, Vice-President, Journalism Professions Forum, 1101 Wilson Boulevard, Arlington, Va. 22209; (703) 528-0800.

June 4: Higher education. Dissertation on the study of higher education, completed between June 1, 1991, and May 31, 1992, for consideration for the Outstanding Dissertation Award of the Association for the Study of Higher Education. Contact: Leonard L. Baird, Educational Buildings, University of Kentucky, Lexington, Ky. 40506; (606) 257-7835.

June 6: Aging. Nominations of individuals for Allied-Signal Inc. Achievement Awards in Aging. Contact: Allied-Signal Inc., 10000 Corporate Center, Franchising, Johns Hopkins Center on Aging, Francis & Scott Key Medical Center, 4940 Eastern Avenue, Baltimore 21224; (410) 520-1248.

May 18: Utopian studies. Proposals for possible presentations at the annual meeting of the Society for Utopian Studies, to be held in November in Baltimore. Contact: Lisa Lebacker, Department of French and Italian, University of Arizona, Tucson, Ariz. 85721; (602) 621-7350 or (602) 299-8727.

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